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ABSTRACT

This document describes the development of the Eldercollege program at Iowa State University and the demonstration program in spring 1979 and also contains various program materials as appendixes. The narrative portion begins by focusing on the assessment of college-level education needs for older and retired persons in central Iowa, one of the initial steps in the planning and programming of Eldercollege. A second section describes the spring 1979 demonstration program which offered the course Foreign Cultures, and two topical forums--Elder-assemblies--in which older and retired persons received college-level instruction and discussed topics of mutual interest and concern. Other brief sections concern external and internal funding of the program, graduate student involvement, and conclusions and recommendations. Appendixes, amounting to over two-thirds of the document, include (1) a Proposal to Develop "Eldercollege": Credit and Non-Credit College-Level Learning Opportunities for Older Adults, (2) plan of work and funding documents, (3) opinionnaire and cover letter, (4) opinionnaire data, (5) registration form, (6) syllabus for course in Foreign Cultures, and (7) Eldercollege Evaluation (form and resuls) by students in Foreign Culture course. (YLB)

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Eldercollege 1978/79

by Roger Hiemstra and Victor H. Brown
Ames, Iowa
Iowa State University
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1979

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U.S. DEPARTMENT OF HEALTH,
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INTRODUCTION AND
ELDERCOLLEGE PLAN OF WORK, AUGUST 31, 1978

A proposal, dated April 10, 1978, was submitted to the I.S.U. Alumni Association in the spring of 1978 requesting financial support for pilot development of ELDERCOLLEGE. A copy of the proposal is provided with this report as Appendix A.

Following discussions, a revised 1978-79 plan of work and an operating budget of $14,000 were agreed upon about August 31, 1978. Subsequently, a supplemental budget was developed and approved to cover the period of October 1, 1978 to July 31, 1979. One copy each of the revised plan of work, the proposed budget and the signed supplemental budget are included as Appendix B.

June 1, 1979 Assistant Dean Larry Ebbers, College of Education, requested an additional two months before closing the budget (400-06-02) to permit effective completion of activities. The ELDERCOLLEGE account was closed on August 31 instead of July 31 because of the need to accomodate billing by the Extension office in Scheman and to pay for typing the final report.

Beginning in September, 1978, The College of Education began the development of ELDERCOLLEGE as a higher education alternative for older persons desirous of learning activities.

During the project period, a part-time staff of three (Victor H. Brown, Research Associate; Marjory Thompson, Secretary/Registrar; Jodi Engel, Graduate Assistant) assisted Dr. Roger Hiemstra, Section Leader of Adult and Extension Education, in planning, needs assessment, and program coordination. Collectively, the time of the three part-time persons that was devoted to ELDERCOLLEGE approximated 12.5 person-months. In addition, Drs. Richard Deems, Anton Netusil, and Penny Ralston provided consultation and evaluation services.

The fall and winter quarters were utilized in program planning, developing a needs assessment survey process, and organizing the first course offerings. The spring quarter centered around two activities: 1) the collection of the needs assessment data from 237 randomly selected persons in or near Ames; 2) the implementation of a class in foreign cultures.

Thirty students were members of the course and classes were held at the Scheman Center. Both students and instructors were enthusiastic about the course.

An international dinner was held as a concluding event. The dinner was well attended, enjoyable and inspirational. President Parks and several other high ranking staff and faculty were among the 70 persons in attendance.

Activities during the summer months have included analyzing the survey data, working with an ELDERCOLLEGE advisory committee, evaluating the project, and planning for future years. The remainder of the report will detail project activities associated with the revised 1978-79 plan of work which consisted of the following steps:

a. Conduct an assessment of college-level educational needs for older people in central Iowa.
    1. Design and complete general survey of large sample.
    2. Design and conduct intensive interviews of a smaller sample.

b. On the basis of the needs assessment results, plan demonstration programs of credit/non-credit college-level courses for Spring, 1979, and long range programs for 1979-80 and beyond.

c. Conduct two demonstration credit/non-credit courses for the elderly at the Scheman Center during Spring, 1979, and evaluate in a preliminary way their effectiveness.

d. Maintain liaison with the elderly community by establishing a broadly based advisory counsel and utilize it in planning the needs assessment, educational programs, and their preliminary evaluation.

e. Explore possibilities of external and internal funding of ELDERCOLLEGE in 1979-80 and thereafter.

f. Involve graduate students in adult and extension education in carrying out continuing education activities and related research whenever possible.

ASSESSMENT OF COLLEGE LEVEL EDUCATION NEEDS FOR OLDER PERSONS IN CENTRAL IOWA

I. Purpose

The purpose of the needs assessment was to obtain data that could be used in:

a. Planning and programming ELDERCOLLEGE for the spring of 1979 and long-range programs for 1979-80 and beyond.

b. Producing a research plan for University development of an innovative re-participation model for planning and programming educational opportunities for older persons based on needs that are generated by retirement and aging related change.

II. Questions to be Answered

Questions to be answered relating to the planning and programming of ELDERCOLLEGE, campus credit and non-credit course programs for 1979-80 and near future years are as follows:

a. What are the learning needs and preferences of persons 65 and over in the Ames area that could be met by University sponsored college level credit and non-credit courses on campus and what is the extent of the gross market for such instruction?

b. What are the insurmountable obstacles encountered in and by persons 65 and over with expressed needs and desires for college-level credit and non-credit courses that, in essence preclude their participation in such programs and to what extent do these obstacles diminish the potential gross market for such instruction in the Ames area.

c. What is the potential 65 and over market in the Ames area for college-level credit and non-credit formal classroom instruction and what are the participation characteristics of the market?

d. Taking into account expressed needs and preferences and profiled participation characteristics, what formal non-credit course programs seems appropriate for 1979-80 and years beyond?

III. Facts and Assumptions Upon Which the Assessment Was Based

The assessment of educational needs of older persons in central Iowa was undertaken as one of the initial steps in the planning and programming of ELDERCOLLEGE. Appendix C is the first set of planning milestones developed. The milestones were part of a flow chart prepared by Victor H. Brown.

The assessment that was conducted in the Spring of 1979 was aimed at obtaining some understanding of the needs and preferences of retired persons. It was based on the following facts:

a. Life long learning of human beings is an established fact. McClusky (1974) reported that the elderly, in general, who have positive feelings about themeslves and their potential, are active, intelligent and involved. Hiemstra, in several research efforts, has established that most people are interested in, need, want to and do learn throughout the life span even if they have to self-plan and support tneir efforts. Ames and the near vicinity have a large number of persons who are older, retired, and potential participants in formal lifelong learning opportunities.

b. I.S.U. has only token educational programming and services tailored specifically for retired and older persons.

c. To date, little thought has been given anywhere in the United States to the development of a preventative program aimed at the positive preparation of older persons for aging and for retirement related change.

The assessment was also based on the following assumptions:

a. Older and retired persons in the Ames area are a unique group in that a very large number have entered or soon will enter retirement with a positive attitude, a vigor, and a will to participate extensively in the affairs of life around them including University credit and non-credit higher education and program elements specially developed for their use.

b. Most members of this group, as unique as it may be, are still faced with the fact that retirement brings with it changes in living patterns. It is assumed that, for some, this creates problems and for others, it does not.

c. For many people, and probably most, the central tasks of life (particularly paid work that supports both men and women, husbands and wives) change with retirement and have to be replaced by other paid work or activity if these individuals are to remain active and healthy without becoming prematurely frail, isolated, unhealthy and in need of constant and longterm care.

d. A re-participation program or model of Leadership and Learning activities is needed that will help the majority of older persons retain positive feelings about themselves and assist them in minimizing a variety of problems by providing transitioning activites designed to replace or partially replace paid work and other activities from which they are displaced by retirement.

e. If a reliable adult and peer leadership cadre can be formed and financial support can be programmed, the model can be developed.

f. College level, residential courses at I.S.U. will be the initital step in the development of such a model; such a program of courses also will help identify and educate the leadership that is necessary to implement the model.

IV. Design, Development and Use of the Needs Assessment Instrument

a. Based on work statement definitions, facts and assumptions, the population to be surveyed (older persons in central Iowa) was established as persons 65 and over in Ames and townships within a commuting area of 10 miles who are registered voters. Because the voter lists are only available to persons and organizations for political purposes, the idea of using these lists had to be abandoned and an alternative method of defining and developing the survey population had to be developed. Use of the voter lists was abandoned only after exhaustive efforts on the part of all concerned (including the University Legal Counsel) were taken to obtain the lists legally. The alternative method chosen was the solicitation of names, addresses and telephone number of persons 65 and over from "participation" agencies and organizations. This effort resulted in the development of a card file of 2,100 participation-minded individuals. Appendix D is a list of housing areas and participating activities from whom mailing and membership lists for persons 65 and over were requested.

b. Based on the statement of work, facts and assumptions, a survey of principal references (Appendix E), first hand observation and analysis of the University of Kentucky Donavan Scholars program and discussions with several local professionals, an ELDERCOLLEGE opinionnaire was developed and tried. "Participating" older persons from Northcrest and the Senior Citizens Center provided trial use services. Professors Hiemstra and Netusil critiqued each stage of development. Appendix F is a copy of the completed opinionnaire.

c. Based on the population of 2100 (750 men, 1350 women), the computer center developed a random sample for the assessment -- 210 of the male population and 390 of the females.

d. After completion of the opinionnaire, approval for its use in the ELDERCOLLEGE needs assessment was obtained from the University committee on the Use of Human Subjects in Research. Appendix G is a signed copy of the approval.

e. On or about February 25, 1979, 600 opinionnaires were mailed to the selected sample. 260 responded to this mailing. 237 of the returns were determined to be useable (73 men and 164 women).

f. On or about June 6, 1979, coding and key punching the data were completed. Because of several difficulties, a satisfactory editing run of the data did not become available until July 25, 1979.

V. Limitations of the Data

a. The method used for collecting names, telephone numbers and addresses for the 65 and over "participation" population is considered to be suitable. However, because of refusals and procrastination, an estimated 300 attainable names from housing areas and activities were not available when the sample was selected. Also in the same vein, return of opinionnaires was called for in late winter and early spring. In telephone follow-ups (repeated calls), about 60 non-respondents could not be reached, leading to the assumption that they were out of town or just missed repeatedly by the caller. With a more complete population, a larger sample and an increased number of responses, slightly different results and a better picture of the "market" and characteristics of that market could have been developed. Early fall and late spring appear to be more appropriate times for assessment.

b. The validity of the data is limited by the thoroughness of respondents in answering opinionnaire questions. Also, the validity is a function of degree of sameness in question interpretation. While each opinionnaire was carefully edited and some were discarded because of faulty data, there was no way to control the affects of minor omissions and some observable differences in interpretation among respondents.

c. Trial use of the opinionnaire led to the conclusion that persons with a high school education or higher could read and respond reliably and validly using the instrument independent of an interviewer. 89% of the respondents have a high school or better education, which indicates that it is readable and interpretable by that group. However, nothing is known about the 340 non-respondents other than their age group and sex. Thus, at this writing, it is not known whether non-response was due to being "threatened" or "overwhelmed" by the opinionnaire as was the case for three non-high school graduates in trial use or related to non-participation, social status, education, sex or a combination of these. The conducting of intensive interviews of a smaller sample was not accomplished because neither time nor resources (money and people) were available to do so. This assessment needs to be completed when time and money are available to do so to further purify the ELDERCOLLEGE market picture.

d. The framework for asking relevant questions pertaining to re-participation and learning needs of retired and older persons is limited by the fact that this is the first attempt to frame these two entities in the development of an educational model. Therefore, the opinionnaire should be considered merely the most essential elements of the framework.

e. Even though resources were limited, plans to accomplish the intensive interviews were abandoned only when trial use of the opinionnaire indicated that most of the potential ELDERCOLLEGE credit/non-credit course market could in all probability read and respond to it without interview.

VI. Uses of the Data

The data are and will be useful in the following ways:

a. For developing an in-residence college level credit and non-credit course learning program for retired and older persons in the Ames commuting area.

b. Serve as second generation guidance for use in conceptualizing, designing and developing a "Landgrant University Leadership and Learning Activities Re-participation Model," a statewide I.S.U. led outgrowth of ELDERCOLLEGE.

c. Provide data for faculty and student mini-research projects.

VII. Data Analysis

Results from all useable opinionnaires for all variables for the 237 respondents collectively, for men and women separately and for the net market are provided as Appendix H for review as appropriate. Analysis information necessary to answer questions posed in the purpose section is included herein. Answers to the questions will complete this section. Conclusions, inferences to be drawn from the needs assessment results and recommendations will be included at the end of this report.

Question a. What are the learning needs and preferences of persons 65 and over in the Ames area that could be met by the University sponsored college-level credit and non-credit courses on campus and what is the extent of the gross market for such instruction?

Responses to the following opinionnaire inquiries were used in formulating an answer to this question:

a. Would you take part in University sponsored educational activities that would help you cope more effectively with a situation or situations troublesome to you (as a retired person)?

b. Please check one of the following that best describes your learning needs: (among others) taking part in University classes for retired persons for the sheer joy of learning; preparing for volunteer work.

c. Check learning settings that appeal most to you: (among others) classroom courses for University credit; University non-credit courses tailored for retired persons.

Affirmative responses and preference checks were as follows for the 237 who responded.

a.	114	48.1%	University education to help with coping needs.
b.	86	36.3%	University classes for retired persons for sheer joy of learning.
c.	15	6.3%	Preparing for volunteer work.
d.	13	5.5%	Preference for University courses for credit.
e.	77	32.5%	Preference for University non-credit courses in the classroom.

Respondents 65 and over that checked one or more of the above needs and preferences totaled 126 and were identified as the "Gross Market" within the survey sample for credit/non-credit courses on campus at I.S.U.

Question b. What are the insurmountable obstacles encountered in and by persons 65 and over with expressed needs and desires for college-level credit and non-credit courses on campus and to what extent do these obstacles diminish the potential gross market for such instruction in the Ames area?

In question 9 of the opinionnaire, respondents were asked to identify which of 25 listed obstacles originally listed by Hiemstra (75) that might stop them from taking part in I.S.U. sponsored learning activity of any kind regardless of setting.

To better understand the affect of "obstacles" on the gross market for credit/non-credit courses, each of the obstacles was classified as "surmountable" or "insurmountable". In this situation, insurmountable obstacles are those that could not be removed by staff and faculty by effective promotion, planning and programming and would or could not be removed by prospective students in most instances.

Insurmountable obstacles are:

a. Strict attendance requirements.
b. Not enough time.
c. Home responsibilities.
d. Health is bad.
e. Don't have enough stamina.
f. Not enough confidence in my ability.
g. Too old to learn.
h. Friends/family do not like idea of my taking part in courses.

To determine the effect of obstacles on the gross market of 126 in the sample, respondents in that group who checked one or more of the insurmountable obstacles were eliminated. The net effect on the gross market within the sample is a reduction to 36. This is considered to be the net market within the sample.

Question c. What is the potential 65 and over market in the Ames area for college-level credit and non-credit formal classroom instruction and what are the demographic and participation characteristics of this market?

If the net market percentage of 6.00% within the sample of 600 were applied to the needs assessment population of 2100, the potential market among Ames area persons for college-level credit and non-credit courses is 126. If the Net Market in the group of respondents below 65 were added to the 36, the figure becomes 42, the net market 7%, and the potential market is projected at 147.

The real issue here for University and Alumni Association to ponder is the long range ability of this institution to overcome some of the known or conjectured unsurmountable obstacles. Could counseling programs be established specifically for older persons that would help adult learners upgrade their confidence and reorganize their daily activity for greater efficiency? Will support services be available within settings like Green Hills to counter health and stamina problems to the point that residents can participate in desired learning activities? Could Colleges like the College of Education provide student interns or trained facilitators with the skills necessary to work with negative home or peer group pressures? Can the administrative machinery of I.S.U. be redesigned so that more mechanical requirements are not perceived as time barriers.

If the answers to questions like those above are positive in nature, then the potential market becomes much larger than 147. In reality, or more nearly 1/2 of the respondents answered in the affirmative regarding the desire for University training. The total needs assessment population has the potential of yielding up to 1,000 or more students. When you add to this the unknown but promising potential of those living within driving distance of Ames, those who will reside in Green Hills, and those living throughout the state who would enroll in off-campus courses* the market takes on staggering proportions.

*An extension specialist living in Fort Dodge is eager for ELDERCOLLEGE courses in the Fort Dodge area. She believes she could fill 2-4 courses in the next year.

Essential demographic and participation characteristics of the potential market as indicated in sample data are as follows:

Demographics

Average age 71.08. See profile, page 3 of Appendix H

15 men, 21 women, 16 married, 12 widowed, 8 single

Education: Post Graduates 31%, College Graduates 17%
Some College 22%, High School Graduates 14%

86% live in Ames the year around

53% travel frequently to homes of relatives and friends,

39% go sightseeing frequently in the U.S. and 39% travel extensively in the U.S. and abroad

Situations that Market Respondents Indicated Have or Will Cause Problems for them in Retirement (Top five of fifteen)

Cost of living in this area

Transportation availability to go to and from activities

Change of living habits following retirement

Separation from younger age groups

Making ends meet on a fixed income

Work, Learning and Other Participation Activity

47% are retired or will retire as higher executive or professionals, 33% from technical/clerical/skilled positions. Only 10% of the women indicated that they are strictly homemakers.

33% are in some kind of part-time paid work in retirement. 64% are not or cannot work or did not respond. One person works full time.

39% indicated no interest in work in retirement; 33% are interested in part-time paid employment; 25% participate in volunteer work and only one person would like to work full-time.

Organizations in which "market" respondents participate regularly and percentages are:

Church, 67%; Volunteer, 31%; Service Clubs, 19%; Sisterhoods, 19%; Lodges, one person; Senior Citizen Center, 6%; Congregate Meals 6%; 28% checked other and indicated various other organizations.

Ranking hobbies are hand and shop craft, 19%; reading, writing and research, 14% and recreation, 11%. Hobbies are wide and varied.

31% participated in pre-retirement training.

22% have participated in educational activity since retirement.

69% reported undertaking one learning project this past year; 33% reported two such projects. 80% of the projects were undertaken for self-improvement.

Learning Needs

81% indicated that they would take part in I.S.U. educational activities that would help in coping effectively with situations that are troublesome in retirement.

47% indicated that their chief learning need is University non-credit courses for the sheer joy of learning. 19% need instruction that provides guidance in dealing with retirement problems. 11% want to prepare for volunteer work and 8% for paid work.

39% prefer to learn in University non-credit courses, 36% through activity experiences, 30% from another person, 22% in self-study using prepared instruction, 22% on-the-job (by doing), 27% via TV and 8% in University non-credit courses. (Each person was asked for three preferences).

Learning Preferences

Course preference by expressive and instrumental breakdown and showing overall rank order for the top 10 of 41 is as follows:

RANK	INSTRUMENTAL	RANK	EXPRESSIVE
1	Exercise and Aging	3	Tourism and Your Travel Dollar
2	Tax Benefits and Older Persons		
8	Wills and Estate Planning	4	World Cultures
8	Stretching Your Retirement Dollar	5.5	Music Appreciation
		5.5	Modern Religions
8	New Opportunities in Retirement	8	Geneology

Learning Obstacles

Surmountable obstacles to participation in I.S.U. sponsored learning activity regardless of setting (those checked by over 10% of the market group) were:

Don't like to go out at night	39%
Courses I want do not seem to be available	25%
Cost	22%
No transportation available	22%
Don't know what I'd like to learn	19%
No information available on where I can go for what I want	14%

Note: the "market" did not check any of the insurmountable obstacles, i.e., health bad, strict attendance, etc..

Question d. Taking into account expressed needs and preferences and profiled characteristics, what formal non-credit course program seems appropriate for 1979-80 and years beyond?

ELDERCOLLEGE programs of credit and non-credit courses on campus should be developed with the following characteristics of the potential market in mind:

a. Prospective students, as a group, are retired or soon to be retired men and women 65 and over who are very well educated and are or were highly successful members of the nation's workforce. A very high quality, non-credit course program which is specifically designed to meet both instrumental and expressive needs of older persons will be required to attract them and retain their interest.

b. Many of the market group are frequent travelers both in summer and winter. ELDERHOSTEL attracts some of the market group in the summer. Cold and inclement weather conditions are a winter deterent to good attendance. Therefore, the periods of highest market potential are fall and spring.

c. Change in living habits, cost of living, transportation and health are or will be the predominant problems of the market group in retirement. This infers the need for instrumental courses dealing with the "living" related problems and the programming of transportation for I.S.U. sponsored non-credit courses on campus. Eight of the first eighteen courses selected by the market group in the course interest section of the opinionnaire were living related courses. 81% indicated interest in instruction that would help them cope with living related problems.

d. The market group is highly participation oriented and their activities are varied. About one third of them work part-time after retirement. About one fourth are volunteers. Organizational participation is wide and varied except for church which over 70% attended regularly. Hobby interest varies with hand and shop crafts, reading and research and recreation ranking highest of those catagorized.

e. Very few prospective students are interested in courses for credit on campus. The major portion of those interested in non-credit courses are about equally divided in regard to preference for instrumental and expressive oriented courses. Non-credit course preferences are also quite varied.

Based on the expressed needs, preferences and profiled characteristics of the Ames area market, appropriate non-credit course offerings for 1979-80 and years beyond could be selected from the following titles:

Instrumental

Physiology of Exercise for Older Persons: Class and Laboratory
Leisure and Recreation: Concepts and Services for Retired and Older Persons
Sociology of Leisure and Recreation in Retirement
Economic Aspects of Retirement and Aging
Political Socialization, Retirement and Aging

Counseling Older Persons: A Classroom and laboratory course for Providers and Peers recruits for volunteer posts in Ames area. Survey results do not support the offering of this course to retired persons, but a separate review of the situation this past spring led to the conclusion that a CEU course could be organized and conducted in the Ames area for both providers of service to the Elderly and recruited peers.

Legal Aspects of Retirement.

Medical Care in Retirement Years.

New Opportunities in Retirement: A course development workshop. Selected faculty, Retired Persons and Graduate Students. (Product: A course syllabus.)*

Expressive

Educational Travel Workshop: Retired persons with Coordination by the International Educational Services Office and with Alumni Association consultation. (Product: A paper or brochure for publication.)*

Music Appreciation: The History of Song.

Art Experiences for Older Persons--Orientation

World Cultures.

International Relations.

Modern Religions.

Conversational Spanish.

Creative Expression.

Taxonomy, Biology and Conservation of Midwest Birds.

Astronomy--Myth or Science

Elderassembly

Because of the varied needs and preferences of the market group, a forum type series of meetings could be arranged along with courses that are offered each ELDERCOLLEGE period to accommodate those interested in varied subject matter. Such an assembly could be managed by a committee of participants and staff to assure the appropriate programming of topics.

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*In and of themselves, the two workshops (New Opportunities and Educational Travel) may not be considered college level courses. However, college level effort would be required to develop a course syllabus in one instance and a brochure in the other. Both products would certainly find use in programs elsewhere.

DEMONSTRATION PROGRAM, SPRING OF 1979

I. Program Planning

The 1978-79 plan of work called for planning demonstration programs of credit/non-credit college-level courses for the spring of 1979 based on needs assessment results.

From literature review, information received first hand at the University of Kentucky and local informal analysis, it was concluded that no special effort should be made in the spring of 1979 to actively promote increased attendance of older persons in courses for credit or in an audit status.

The analysis referred to above revealed that persons 65 and over show increased interest in auditing courses or taking courses for credit if the following incentives are present:

a. Free parking is available on campus.
b. Courses for audit are offered free or at reduced tuition rates.
c. Registration services (including arranging for space available in case of audit) are provided by staff.

The decision not to promote enrollment in courses for credit or in an audit status in the spring of 1979 was made when it was realized that nothing could be done without I.S.U. administration and Board of Regents approval to offer prospects the two most important incentives--free parking and reduced or free tuition.

Non-credit course offerings were planned without benefit of the needs assessment results. Because there were both avoidable and unavoidable delays in the needs assessment process, data were not available until after the spring program to be offered was firmed up and advertised.

II. The 1979 Spring Program

The demonstration program that was offered, in the Spring of 1979 was based on criteria laid down and that which is known to have worked in other programs:

a. College level courses
b. Courses and forums (assemblies) specifically tailored for older persons. (New School, New York; Fromm Institute, University of San Francisco; University of Kentucky).
c. Both expressive and instrumental instruction.
d. Retired and older person involvement in planning and programming.
e. University faculty participation without having to pay for portions of contract time.

The spring course offerings were so programmed to test faculty and staff (campus) reactions to ELDERCOLLEGE without creating administrative problems to which there might not have been immediate solutions.

The resulting program of instruction and faculty is presented in Figure 1. The program included a course in Foreign Cultures and a topical forum--ELDERASSEMBLY, in sections. The idea of the forum was to offer retired and older persons an assembly in which to receive college-level instruction and discuss topics of mutual interest and concern.

III. Program Promotion

Because of the modest amounts of operating funds, staff time and meeting space available to support the program and in view of the limited experience of both staff and faculty in working with older persons in an instructional setting, promotion was geared to attract no more than 100.

Articles announcing the program appeared in the Iowa State Daily and the Ames Tribune. A combination flier/registration form (Appendix I) was disseminated throughout the community at the following places:

a. Northcrest Retirement Center
b. Regency Apartments
c. Senior Citizen Center
d. Food satillite centers in Story County
e. Grocery stores
f. Churches

Helen Lebaron Hilton, Retirement Counselor, announced the program and offerings in her newsletter. Finally, the program was advertized in the Ames Tribune. Figure 1 is a copy of the advertisement.

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IV. The Program

Thirty persons registered, most for the Foreign Cultures course. Persons interested in ELDERASSEMBLY agreed to attend the Foreign Cultures course.

The course was conducted at Scheman as scheduled, usually in a different room each class period. One session had to be held in the Collegiate United Methodist Church.

Appendix J is a copy of the course syllabus.

Appendix K is a sample of the certificate of course completion given to each attendant.

Parking was very adequate. Faculty participation materialized as scheduled and library and media services for faculty and staff was thorough and efficient.

An international dinner culminated course activities. A copy of the dinner program is provided as Appendix L. The dinner was catered by the Memorial Union food service staff.

Scheman staff support was excellent.

Faculty and staff support was outstanding. Those who participated as Instructors and speakers in the Foreign Cultures course are identified below by department and topic. They are:

NAME	DEPARTMENT	TOPIC
Alan Wilt	Associate Professor, History 643 Ross	Middle East Today
David Bruner	Professor, English 429 Ross	Literature of Black Africa
Norma Wolff	Temp. Instructor, Sociology and Anthropology, 120 East Hall	Art of Africa
Karl Friederich	Associate Professor, JCML 117 Press	Impact of Communication Technology on People and Society
Charlotte Bruner	Associate Professor, Foreign Language, 300H Pearson	Literature of Black Africa
Michael Whiteford	Associate Professor, Sociology and Anthropology, 302 East Hall	Early Latin America Culture
Steffen Schmidt	Professor, Political Science 549 Ross	Developmental Problems in Latin America
Shu Min Huang	Assistant Professor, Sociology and Anthropology, 17A East Hall	China (History)
Adrian Bennett	Associate Professor, History 639 Ross	China (current)
R. J. VanIten	Associate Dean, Sciences and Humanities Administration 218 Carver	Impact of Technology on Third World Cultures
Daniel Zaffarano	Vice President for Research 201 Beardshear	Welcome address to International Dinner attendees
H. Martin Limbird III	Coordinator, International Educational Services E.O. Building	World Travelling, Presentation to International Dinner attendees

V. Older Person Involvement in ELDERCOLLEGE Planning, Needs Assessment and Student Evaluation of Foreign Cultures Class

At several junctures, older persons were consulted in the development of the opinionnaire and in regard to planning the spring program and advertizing the program to be offered.

The chief consultation and the most meaningful assistance came from Dr. Helen Hilton, I.S.U. Retirement Counselor, Gertrude Chittendon, Ph.D. retired and Glenn Holmes and Elizabeth Coulter of the Ames Senior Citizen Center.

An ELDERCOLLEGE committee was formed from members of the first ELDERCOLLEGE class. Members of this group met with Dr. Hiemstra and others to discuss the administration of the Foreign Culture class and plan for future offerings. Members of this committee were Helen Brosier, Edward Allen, Lyle Vandecar, Gertrude Chittendon, Illian Hammer and Victoria Brown.

Appendix M is a copy of the evaluation form for the pilot ELDERCOLLEGE course on which the evaluations of the students are summarized. Also, representative and significant comments and recommendations are listed.

Twenty four persons of the thirty enrolled completed evaluation forms and returned them by mail to the ELDERCOLLEGE office. Nineteen rated the course excellent overall; four rated it very good and one said it was poor.

Class members were particularly pleased with the college-level subject matter (unified theme), the high quality of instruction and the extremely efficient administration of the class by Ms. Jodi Engel, a graduate assistant and Ph.D. candidate.

The most prevelant criticisms included annoyance with the small print of handouts and library books, and the fact that the course was scheduled too soon after lunch and thus interferred with naptime. The confusion caused by having to look for a different room in Scheman each class period was also mentioned often. Also, several noted that there were no introductions at the beginning of class.

Three of the twenty four evaluation respondents showed interest in participation in credit courses. Eleven indicated that they would audit classes if "all they had to do was to be at class on time." They were divided on whether campus classes should be offered to retirees at reduced rates.

Fifteen of the twenty four believed that there should be a social event with each ELDERCOLLEGE session. Some wanted it at the beginning. Most thought it should be scheduled at the end.

VI. Pertinent Staff Comments Relating To Program Evaluation

Ms. Jodi Engel prepared a report of the administration of the pilot course and programming effort for Roger Hiemstra. Much of what she submitted is included in this report.

The most significant administrative weakness cited in Ms. Engel's report was the inadequacy and tardiness of program advertizing. There is little doubt in the minds of both commenting older persons and staff members involved that more adequate publicity and advertizing would have resulted in an increased enrollment sufficient to fill a section of the ELDERASSEMBLY and thus have provided an opportunity to try the forum format.

As a result of Ms. Engel's observations and experiences, she developed the following set of suggested guidelines to be used in check-list fashion in future programming. "Weeks" listed are weeks prior to start of program period.

10th Week	a.	Line up courses and faculty
	b.	Reserve rooms
	c.	Send letters to prior participants announcing courses and give them one week lead time for pre-registration
	d.	Get library card for ELDERCOLLEGE
	e.	Prepare brochure sketch
9th Week	a.	Complete brochure. Distribute
	b.	Run ad in Ames Tribune...use Saturday edition for three consecutive Saturdays.
	c.	Prepare registration form for office use
8th Week	a.	Send letter to faculty asking for reading lists and equipment needed for presentations
7th Week	a.	Begin to collate reading lists and get call numbers from library
6th Week	a.	Distribute brochures to grocery stores
5th Week	a.	Contact faculty for reading lists and equipment lists again
	b.	Finalize course outlines
4th Week	a	Send letter to participants encouraging them to car pool. Send it with a list of other members who have registered for same course in order that car pools and Cy-Ride pools can be formed.

3rd Week a. Check with Scheman to make sure there will be no parking problems and that permits may be obtained if they are needed.

2nd Week a. Mail out course outline with letter to participants telling them exact times and places for the meetings during their course sessions

1st Week a. Check out library books on extended loan.
Get books to central place for use all quarter.

2 days before: check with speaker for first session to see if they need anything; call Scheman to make sure equipment is ready

Ms. Marjory Thompson performed the dual function of office Secretary and Registrar. Most of her time was spent in the details that accompany needs assessment projects -- collecting personal data on the needs assessment population, opinionnaire handling, followup and transferring respondent data to coding sheets for keypunching. In addition, she helped Ms. Engel with much of her detail work. Her efforts in the performance of all tasks were outstanding.

There was little or no time left to develop a registrar system for ELDERCOLLEGE during this program period. Neither is such development deemed necessary until credit/audit administration policies and procedures are established.

EXPLORATION OF EXTERNAL AND INTERNAL FUNDING OF ELDERCOLLEGE IN 1979-80 AND THEREAFTER

No firm solution to external and internal funding of ELDERCOLLEGE for 1979-80 and thereafter was found during the period covered by this grant. However, certain facts and assumptions that will be helpful in further study of this problem emerged from exploration this year.

Facts are as follows:

a. Federal and State funds are not now available nor can they be expected in any quantity in the near future, and on a continuing basis to support a preventative type education program for older persons. Most of the funding in the aging network and in Education is used in the frail elderly and longterm care areas. Dr. Martin Sicker, Deputy Commissioner of the Administration on Aging (AOA) indicated to Iowa Gerontology Project persons this past winter in Iowa City that AOA would be receptive to funding the development of a Re-participation Model. Development was emphasized.

b. Title IA matching funds are available through extension to strengthen community service programs of colleges and universities in assisting persons in solution of community problems. Continuing Education support in 1980 will include Preparation for Retirement/Senior Citizen Needs and Economic and Social Change. Since University goals and objectives for ELDERCOLLEGE have not yet been developed and since the present program envisions only campus class offerings, there is little likelihood of Title I funding support this year. Also, this source has no potential for permanancy at this time.

c. Programs such as ELDERCOLLEGE cost money just the same as any other University sponsored program. Most of the same and even some different costs accrue in such an operation. The most expensive of these different costs is direct--reduced or free tuition for students. Minimizing student costs is required if students are to be attracted.

d. The development of an endowment to support ELDERCOLLEGE is considered the only viable solution to the formation of a funding base for operation of ELDERCOLLEGE on a continuing basis. Besides individuals, the community of contributors to such an endowment would include corporations, companies, associations and enterprises that are interested in increased longevity and prolonged good health among older persons. Life insurance, food, transportation, travel, real estate, medical and drug firms are prime prospects.

e. Before endowment development can begin, ELDERCOLLEGE goals and program objectives have to be authored and approved University-wide in order that a saleable product is available for fund raisers. The goals and objectives need to describe a University re-participation model that will service the 65 and over community of the state, a campus led extension program.

The assumptions are as follows:

a. The University will support development of a re-participation model.

b. Some company or foundation or a combination of sources will fund a three-year program of model development in the amount of $200,000.

c. The three-year program will include endowment fund raising in the amount of at least $1,000,000.

d. Endowment interest and modest student fees when combined with funding relief accruing from pooling resources and programming with others such as the University of Mid-America, the Extension Service (personnel and facilities statewide, CEU courses, etc.), the aging network and community organizations should result in a fairly sound funding base for the ELDERCOLLEGE campus and re-participation program.

e. Projecting success in the above endeavors and development of a workable model, additional grant funding, both federal and private, could be expected progressively and consistently to augment this base.

GRADUATE STUDENT INVOLVEMENT IN ELDERCOLLEGE ACTIVITIES AND NEEDS ASSESSMENT

Three graduate students were involved in the 1978-79 ELDERCOLLEGE program. Jodi Engel, a Ph.D. candidate in Educational Psychology, administered almost all phases of the demonstration program and did so with exceptional efficiency and effectiveness. Many members of the class in Foreign Cultures cited her effectiveness and expressed their appreciation in their end-of-course evaluations. Bayo Ajala, a Nigerian graduate student, assisted Ms. Engel and in the ELDERCOLLEGE office. Robert Judd, an assistant to Roger Hiemstra, provided computer programming services.

ACCOUNTING FOR EXPENDITURE OF GRANT FUNDS

The chart that follows on page 27 is the accounting for utilization of grant funds received from the Alumni Association for 1978-79 operation of ELDERCOLLEGE through August 31. $200 was encumbered for typing and printing of the final report, which will be finished in September.

Funds in the amount of $14,000 were provided. Copies of the revised Budget request (7-31-78) and the approved Supplemental Budget for ELDERCOLLEGE are included in Appendix B (Account Number 400-06-02).

This account was opened on October 1, 1978 and was closed for expenditure purposes on August 31, 1979.

	SUPP BUDGET	BUDGET COMPATIBLE WITH DEPT'L STATEMENT	DIRECT COSTS 4/30/79	DIRECT COSTS THROUGH 7/31/79	BUDGET BALANCES 7/31/79	AUGUST EXPENDITURE PROTECTION	BUDGET BAL. PROJECTION PROJECT TERMINATION	PROJECTED PROJECT BALANCE AT TERMINATION
Salaries	$ 8,800	$8,800 (010)	$6,578.84	$9,285.71	$ 484.71-	$ 500.00 ($397.08-)*	$ 588.63-	*See July Dept'l Statement. M. Thompson paid in error. She appeared in 1979-80 University budget. Budget correction Form 111 submitted Aug. 22 to remove her from University Budget. Amounts in parenthesis will be returned to 400-06-02 account $1,548.25 is total.
Stipends	1,000	1,000 (031)			1,000.00		1,000.00	
Benefits	1.780	1,780 (011-017)	1,232.00	1,789.79	9.79-	96.50 (151.17-)*	44.88	
Equipment	622	In "Other"						
Supplies	248	248 (035)	444.29	505.59	257.59-	20.00	277.59-	
Travel	250	250 (050-051)	250.00	250.00				
Publications	600	In "Other" (Printing & Postage)						
Computer Time	400	400 (038)		44.62	355.38	40.00	315.38	
Other								
International Dinner						390.00	390.00-	
Bldg. Rental	300	300 (103)			300.00	301.00	1.00-	
Printing		400 (071)	147.31	164.29	235.71	30.00	205.71	
Postage		200 (042)	103.03	132.08	67.92		67.92	
Typewriter		150 (103)	140.50	140.50	9.50		9.50	
Telephone		472 (041)	169.59	233.28	238.72	20.00	218.72	
Freight Expense			13.50(060)	13.50	13.50-	13.50	26.00-	
CASH RECEIPTS (Cumulation)			($10 subtracted from supplies April)					$ 445.00
TOTAL (Budget)	$14,000	$14,000	$9,076.06	$12,559.36	$1,440.64	$862.75	$577.89	$ 577.89
PROJECTED PROJECT BALANCE								$1,022.89

CONCLUSIONS AND RECOMMENDATION

I. Conclusions

Conclusions that can be drawn from review of the modest 1978-79 ELDERCOLLEGE program and analysis of the needs in the Ames area are as follows:

a. There is a market of about 150 persons 65 and over in the Ames commuting area that are interested in and would prefer to attend college-level credit and non-credit courses if provided on campus in the spring and fall of each year. The number that are interested in and prefer courses for credit is very small and there is limited interest in non-credit courses when viewed singularly as a program.

b. Appropriate college-level non-credit instrumental and expressive course programs can be provided effectively by the College of Education (Adult and Extension Education Section) that would fulfill the needs and preferences of this market if appropriate funding support can be programmed.

c. Results of the needs assessment show that participation oriented persons in the Ames area are uniquely vigorous, positive and participate extensively in the affairs of life. Unique as this group is, they expressed needs and preferences for University sponsored, learning activity in several modes and setting (in addition to campus courses) that would assist them in adjusting to retirement, in coping with "living" related problems and in continuing to live productive and interesting lives. If the Ames group has such need, then it can be hypothesized that there is a similar or greater need for a multi-facited preventive learning program throughout the state, the basis for re-participation model previously described.

d. Analysis of data beyond that which is necessary for this report will provide guidance for framing a more sophisticated and useful opinionnaire for gathering data upon which to base development of a re-participation model. For example, the extent of additional markets of older persons who need and prefer TV, self-study and activity oriented instruction can be projected using computation procedures and criteria equally as simple and straight forward as those used in estimating the campus formal course market. In addition, such statistical treatments as Chi Square tests of differences between market and non-market responses to all variables can be used along with other analysis steps in verifying the soundness of market determination procedures for each instructional setting.

e. Neither the development and sustained operation of ELDERCOLLEGE as a campus formal course program nor the expansion of the effort to include the development of a re-participation model can proceed without University approval and statement of policy.

f. No funding base is presently identifiable to support either or both expansions on a sustained basis. The only viable solution to the problem appears to be development of an endowment fund. If such fund-raising were supported, it would, no doubt, need to be sold and promoted as solicitation of funds to support preventive (re-participation) education and training for Iowa retired and older persons both on-campus and through extension since I.S.U. is a landgrant University.

g. The 1978-79 ELDERCOLLEGE experience, when coupled with studies such as those conducted by Hiemstra, The Older Adult and Learning, University of Nebraska (75) and Ralston, The Relationship of Self-Perceived Educational Needs and Activities of Older Adults to Selected Senior Center Programs: A community Study (78) can be used by the College of Education (Adult and Extension Education Section) in conceptualizing and coordinating the development of a Landgrant University Leadership and Learning Activities Re-participation Model, an educational program for retiring, retired and older persons.

II. Recommendations

a. Since there is limited interest in campus college-level credit and non-credit course programs for retired and older persons in the Ames area and since the lack of funds prevent full exploration of the nature of the interest which does exist, it must be recommended that efforts to expand the ELDERCOLLEGE be terminated and the present pilot effort be disestablished.

b. Conversely, in view of the case that can be made for University development of a re-participation oriented educational program for retired and older persons of the state, it is recommended that the College of Education (Adult and Extension Section) be encouraged and authorized to coordinate the development of such a program which would begin with preparation of a proposal to obtain outside funding for the support of three years of University program development and endowment fund raising.

APPENDIX A

A PROPOSAL TO DEVELOP
"ELDERCOLLEGE":
CREDIT AND NON-CREDIT COLLEGE-LEVEL
LEARNING OPPORTUNITIES
FOR OLDER ADULTS

Roger Hiemstra
Adult and Extension Education Section
College of Education
Iowa State University

Submitted to the Iowa State
University Alumni Association

April 10, 1978

Proposal: The Creation of "Eldercollege": Credit and Non-Credit College-Level Learning Opportunities for Older Adults

The Need

That the human being is capable of learning until death is now an established fact. McClusky (1974) reports that the elderly, in general, are active, intelligent, and involved people who have positive feelings about themselves and their potential. That the human being is interested in and desirous of learning opportunities throughout life also has been supported by considerable research (Hiemstra, 1975). However, equal educational opportunity for the elderly at this point in time is more a myth than a reality. Furthermore, educational opportunities at the college or university level are almost non-existent.

There are several problems facing older adults, for example, that go beyond the lack of opportunity. Transportation problems, mobility limitations, health limitations, and financial restrictions are some of the inhibitors. Some cognitive-related inhibitors, such as declining memory potential, slowness in certain types of responses, and difficulty with long, sequentially-related learning, also exist. Fortunately, most known inhibitors to learning can be compensated for by knowledgeable instructors and administrators.

The need to provide learning opportunities for the elderly is further magnified in the Ames and Story County, Iowa, area. Currently, almost 7000 people reside in Story County who are 65 or older and another 2000 are in the 60-65 age range. In addition, the Iowa Office for Planning and Programming predicts that Story County will experience a 40-50 percent increase in these age groups by the year 2000. Looking at the whole state of Iowa, there currently are approximately 400,000 people age 65 and older. In fact, Iowa now is surpassed only by Florida in the percent of its population over 65.

There also exists evidence of the interest by local elderly toward participating in educational activities. Dean Helen LeBaron Hilton, Director of the Iowa State University Retirement Counseling Program, reports that retired Iowa State University faculty have participated regularly and enthusiastically in learning activities she has coordinated. Mr. Glenn Holmes, Professor Emeritus at Iowa State University and a leader in the Ames Senior Citizens Center, reports that the elderly participants in Center activities are most eager for additional learning opportunity. A summer residential non-credit learning experience for elderly at the Scheman Building, The Summer Elderhostel, received excellent evaluative comments from the participants. In addition, the Iowa State University Alumni Association has received support of the notion to establish a retirement facility, and the future residents will require a variety of social and intellectual opportunities.

Subsequently, a tremendous need and opportunity exists at Iowa State University to establish a year-long formal program of credit and non-credit level instruction. The program participants are in need, the College of Education and the total University is committed to serving the older person, excellent resources for learning are available, and instructional expertise is abundant. This proposal outlines the establishment of "Eldercollege" to serve older adults and requests a minimal level of dollar support to initiate and carry out its operation. Additional support will be sought from other sources as the need increases.

The Proposal

It is proposed that the College of Education through its Adult and Extension Education Section establish "Eldercollege". Figure 1 displays the proposed administrative structure for "Eldercollege". The Dean of the College of Education will serve as the administrative officer for "Eldercollege" in terms of budget, personnel, and general administrative decision-making. The Iowa State University Interinstitutional Gerontology Policy Board, the Director of the Iowa State University Retirement Counseling Program, the Director of University Extension, and the Director of the Iowa State University Alumni Office will serve as informal advisors to "Eldercollege" staff in terms of policy and procedure. The normal administrative chain for any instruction-related decision making of a credit nature will be through the regular Departmental structure. A community-based advisory council made up of older adults, some of whom will be Iowa State University alumni and retired staff members, will assist the "Eldercollege" staff in needs assessment, program planning, and program evaluation. In addition, the leader, Extension Courses and Conferences, will provide liaison services to "Eldercollege" in terms of advising on the usage of Scheman Building and other facilitating services for the various learning opportunities.

"Eldercollege" will have as its major purpose the provision of credit and non-credit, college-level learning opportunities for older people throughout the year. This purpose can be more fully described in terms of the following major goals to be accomplished:

1. The provision of a variety of year-long learning opportunities at the college level of instruction.

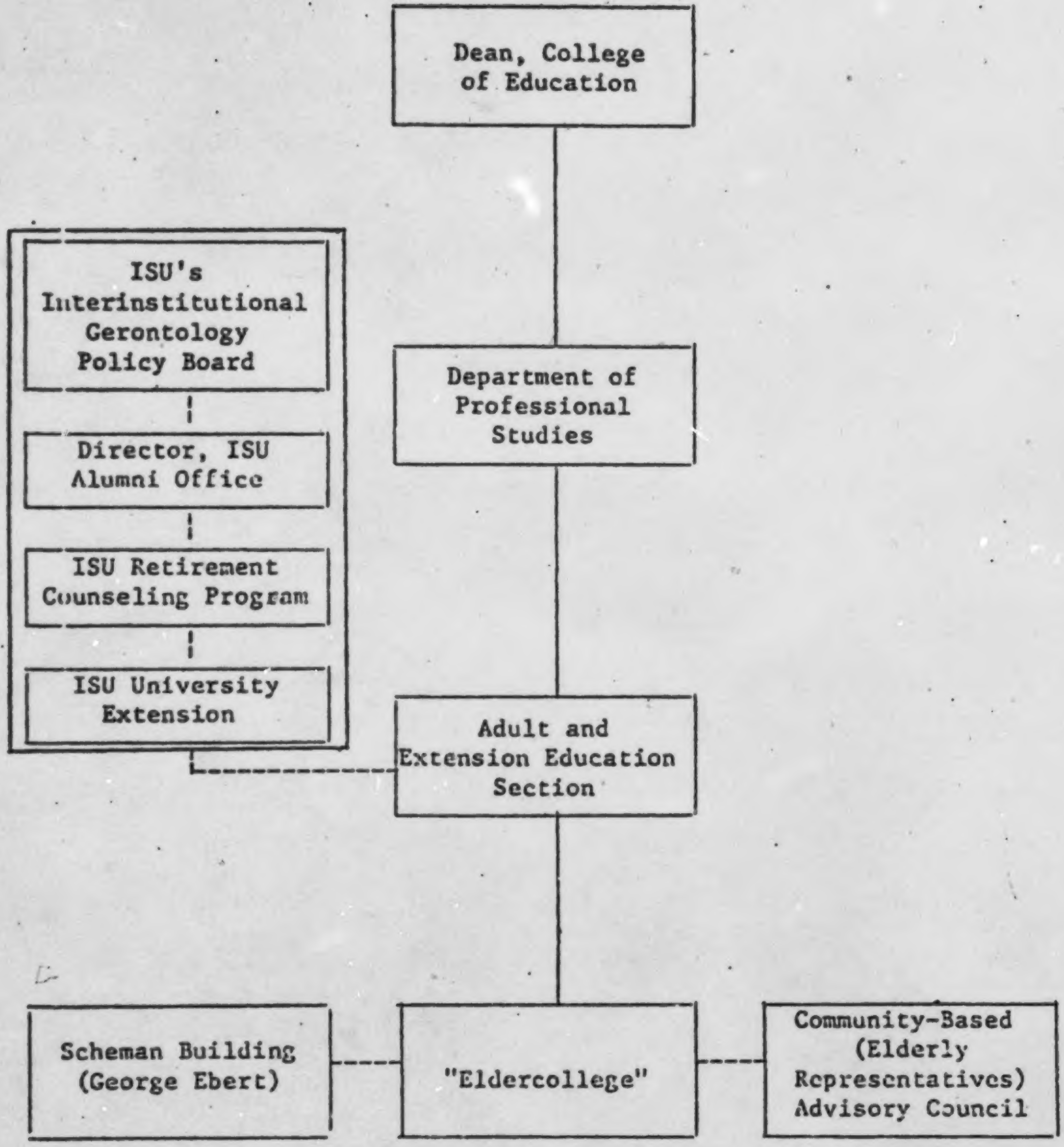
Dean, College of Education
Department of Professional Studies
ISU's Interinstitutional Gerontology Policy Board
Director, ISU Alumni Office
ISU Retirement Counseling Program
ISU University Extension
Adult and Extension Education Section
Scheman Building (George Ebert)
"Eldercollege"
Community-Based (Elderly Representatives) Advisory Council

Figure 1. Proposed "Eldercollege" Administrative Structure

2. The continous evaluation of the "Eldercollege" program for purposes of improving the opportunities including research on learning theory and instructional methodology as they relate to the older person.

3. The provision of service opportunities for Iowa State University current and retired faculty, teaching opportunities for qualified community residents, and laboratory or practicum experiences for advanced graduate students in Adult and Extension Education or other gerontology-related programs.

As shown in Figure 1, "Eldercollege" will be housed administratively in the College of Education. There are several important benefits of such an arrangement. Of primary importance is its "home" location within the College of Education. The College, with its commitment to serving the elderly, to the field of continuing education, and to improving instruction, will provide the necessary linkages to leadership, support personnel, resources, and knowledge crucial to the overall success of "Eldercollege". Resources within the College, such as the counseling education program and the Research Institute for Students in Education, can be tapped to meet special needs of the older learner or to promote a better understanding of the older learner. Another important reason is the professional competence and experience obtained by the staff and advanced graduate students of the Adult and Extension Education Section. The Section's focus on the preparation of professional continuing educators and the expertise of several staff members with gerontology-related programming will contribute immediate leadership to "Eldercollege" programs. In addition, the resources of Scheman Building will facilitate all activities.

Objectives of "Eldercollege"

The following are the ongoing objectives proposed for "Eldercollege":

1. Provide continuous and various credit and non-credit, college-level learning opportunities at Scheman Continuing Education Building to older adults in the Ames, Story County, and surrounding areas.
    a. Provide programming based on assessed needs and interests.
    b. Obtain qualified instructional staff from faculty, retired faculty, and qualified non-faculty.
    c. Provide continuing education and training related to working with older adult learners to instructional staff.
    d. Continuous evaluation of the learning opportunities in terms of learning theory and instructional effectiveness.
2. Provide a variety of intellectual opportunities specifically for residents of the proposed Iowa State University retirement facility.
3. Provide an opportunity for advanced graduate students in Adult and Extension Education (and from other areas) to carry out continuing education activities related to the provision of learning opportunities for older adults.
4. Carry out research on older adult learning and the instruction of older adults.
5. Evaluate the "Eldercollege" approach to working with older persons in terms of it serving as a national model of how a university can be of service to an area and disseminate information about "Eldercollege" nationally.

Activities

The following are some of the activities to be carried out by "Eldercollege" staff:

1. Assess the needs and interests of older persons within the driving proximity of Iowa State University, including retired alumni who would consider moving to a retirement facility, in terms of credit and non-credit, college-level learning.
2. Work with the Iowa State University Interinstitutional Policy Board, the Director of the Iowa State University Retirement Counseling Program, the Director of the Iowa State University Alumni Office, the Director of University Extension, the Dean of the College of Education, and the Leader, Extension Courses and Conferences at Scheman Building, to develop procedural and policy guidelines.
3. Form and work with a community-based advisory council representative of the elderly population in assessing needs and developing programs for "Eldercollege".
4. Contact, contract with, and provide instructional assistance to interested faculty, retired faculty, and qualified non-faculty instructors.
5. Disseminate information about "Eldercollege's" learning opportunities as widely as possible.
6. Provide various credit and non-credit, college-level learning opportunities each quarter at Scheman Building.
7. Continuously evaluate the learning opportunities in terms of knowledge about learning theory and instructional effectiveness.

8. Carry out research on and disseminate information nationally about "Eldercollege".

9. Involve Adult and Extension Education graduate students (and other interested graduate students) in "Eldercollege" activities as a part of their professional preparation.

10. Seek ways of expanding "Eldercollege" to a wider audience as the needs and resources dictate.

The Facilities

All initial "Eldercollege" learning opportunities will be offered at the Scheman Building. This location and resource is ideal for several reasons:

1. Easy access by automobile or Cy-Ride.
2. Excellent parking facilities and parking lot lighting.
3. Easy access to the building and all floors by elevator for wheelchair or other restricted mobility learners.
4. Comfortable classroom seating, excellent classroom lighting, easily accessible media resources, and snack bar facilities.

Classroom resources will be made available at Scheman Building on Tuesday, Wednesday, and Thursday afternoons and Wednesday evenings for "Eldercollege" courses beginning the fall quarter, 1978. These facilities will be expanded as needs and resources dictate.

Resource Needs

1. Staffing. The College of Education will contribute some faculty time. Dr. Roger Hiemstra, Professor and Section Leader, Adult and Extension Education, and Director of Research and Development in Gerontology

and Lifelong Learning, will serve as the overall administrator of "Eldercollege" activities and will spend approximately 10 percent of his time on this endeavor. Dr. Milt Brown, Associate Professor and Section Leader, Higher Education, and Associate Professor, Adult and Extension Education, will spend approximately 10 percent of his time serving as the assistant administrator and coordinating the involvement of graduate students in "Eldercollege" activities. Dr. Pat Keith, Associate Professor, Adult and Extension Education and Sociology, will devote approximately 5 percent of her time coordinating any research activities associated with "Eldercollege".

The crucial need is for support staff. It is estimated that the following support staff will be required to carry out programming activities beginning September, 1978:*

a. One full-time graduate assistant or part-time faculty professional employed 12 months a year, to assist with identifying and training staff, assessing needs, coordinating the delivery of programs, and evaluating all learning activities.

b. One half-time secretary, employed 12 months a year, to perform clerical duties, assist with registration and bookkeeping activities, etc.

2. Travel support. At least four similar models, one at Arizona State University, one at the Fromm Institute of Lifelong Learning in San Francisco, one at the University of Kentucky, and one at the Institute for Lifelong

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*A part-time graduate assistant has been employed for the spring term, 1978, through a special grant by the Graduate College. He is initiating some of the planning and development.

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Learning in New York, have been identified. It is anticipated that valuable assistance could be provided to the "Eldercollege" staff in planning and development by a staff member visiting these sites. In addition, some in-state travel will be needed to contact and involve alumni and other interested persons.

3. Building Rental and Instructor Fees. It is anticipated that little income will be generated through "Eldercollege" activities in the initial years of operation; however, needs assessment activities have shown that older people desire quality, college-level learning opportunities as opposed to the arts and crafts opportunities frequently available through community colleges or other community agencies. Subsequently, quality instructors and classroom resources will require supplemental support.

4. Operating support. Support will be needed for telephone, paper supplies, typewriter, postage, and miscellaneous costs.

Budget Request

Personnel:	
Graduate Assistant (full-time) or Faculty member (part-time)	$7000
Secretary (half-time)	4200
Fringe Benefits	2200
Travel	2000
Building Rental and Instructor Fees	10900
Operating Support	2800
Income from student fees	(1600)
	$27500

It is our belief that the "Eldercollege" idea is a good one, exciting in concept and rewarding in potential. We seek the initial funds to support its operation.

References

Hiemstra, Roger. The Older Adult and Learning. Research Report. Lincoln, Nebraska: Department of Adult and Continuing Education, University of Nebraska, 1975.

McClusky, Howard. "Education for Aging" The Scope of the Fiel Perspectives for the Future". In Learning for Aging, e Stanley Grabowski and W. Dean Mason. Washington, D.C.: Education Association of the USA and ERIC Clearinghouse c Education, ca, 1974.

APPENDIX B

ELDERCOLLEGE

Revised 1978-79 Plan of Work

7-31-78

a. Conduct an assessment of college-level educational needs for older people in central Iowa

   1. Design and complete general survey of a large sample.
   2. Design and conduct intensive interviews of a smaller sample.

b. On the basis of the needs assessment results, plan demonstration programs of credit/non-credit college-level courses for Spring, 1979, and long range programs for 1979-80 and beyond.

c. Conduct two demonstration credit/non-credit courses for the elderly at the Scheman Center during Spring, 1979, and evaluate in a preliminary way their effectiveness.

d. Maintain liasion with the elderly community by establishing a broadly based advisory counsel and utilize it in planning the needs assessment, educational programs, and their preliminary evaluation.

e. Explore possibilities of external and internal funding of Eldercollege in 1979-80 and thereafter.

f. Involve graduate students in adult and extension education in carrying out continuing education activities and related research whenever possible.

ELDERCOLLEGE

Revised 1978-79 Budget Request

7-31-78

Personnel		
Graduate Assistants		$6,000
Secretary (1/3-time)		2,800
Fringe Benefits		1,500
Operating expenses		2,050
Building rental		300
Instructors fees		1,000
Travel		500
Income from student fees		<200>
	TOTAL	$14,000

Assigned by Business Offi

ISU Alumni Association

le of Acct. ELDERCOLLEGE Contract No. 1-20

f Contract: From Oct 1, '78 (28-33) To July 31, '79 (34-39) Grant Amount $14,000 (40-49)

t Reimbursable: ☐ Fixed Price: ☐ Overhead Rate: 56-59 Type Contract 77-78 79-8

ject Leader: Roger Hiemstra (1-20) Address: 229 Curtiss Hall (28-47)

inistrative Department: Professional Stuides (48-67) BB (79-80)

Name	Title	Base	Total Salary	Salary From Budget
Victor H. Brown	Research Associate		$6000*	
Marjory Thompson	Secretary		$2800	
	Instructor fees		$1000	

Total Salaries (*9 monthly payments, Oct through July, Feb leave of absence).	$ 8800
2) Hourly Wages (Instructor fees)	1000
3) Stipends mo.	1780
4) Benefits-Annuity, State Ret., Fed., OASI, Ins. [A,B (19.3; E&H 22.2; Grad $75.0]	250
5) Travel (telephone M/21.237/T $25, typewriter)	622
6) Equipment	248
7) Material - Supplies	600
8) Publication Costs	400
9) Computer Time (building rental)	300
70) Other	
71) Indirect Expense (Computed as follows):	
2) Total	$ 14,00

urce of Funds	Amount	Date
Balance 1 July	$	
Contract amount or anticipated payments plus date of payments or contract date	$	
	$	
	$	
	$	
	$	
	$	
Total	$	

Department Head

10-13-78

Dean

E. C. 10/13/78

V. P. for Academic Affairs

V. P. for Business & Finance

y Punching - Cards Needed: AA On every New Acct. BB Plus Budget Card: Amount -- 1-10

und - Account --- 21-27 Code --- 79-80

10-27-78

APPENDIX C

Initial Projection of ELDERCOLLEGE Development

Spring of 1978

Conduct cursory review of the literature and make observations and other appropriate inquiries to determine if Adult Educators feel that there is a real need for college instructional programs for retirees 65 and over in the U.S.

State whether (on the basis of this review and knowledge of ISU, the quality of life in the community and makeup of the retiree population) a need for College for Elderly exists at ISU, and if so define the need in terms of philosophy, law and human rights.

Conceptualize this need at ISU (ELDERCOLLEGE).

Propose an administrative home for and financial ways and means of establishing ELDERCOLLEGE at ISU. (Proposal to Alumni Association)

Document establishment of and initial funding for ELDERCOLLEGE.

Develop and obtain approval of an organization structure showing how ELDERCOLLEGE can and will function officially and cooperatively with the rest of the University.

Develop ELDERCOLLEGE planning and programming model (closed loop diagram) showing how ELDERCOLLEGE will be operated and managed using systematic, scientific principles of planning and programming.

Survey the Literature in detail to determine the extent to which there is concensus among publishing and researching Adult Educators that a real need exists for Higher Education for Elderly and what is being done and to what extent to provide for the need.

Conceptualize ELDERCOLLEGE in detail on the basis of findings from the Literature Survey (why, what, where, who, when and how)

Obtain ISU faculty and administration approval of the concept and the potential changes that will accrue if the concept becomes a program

Develop a needs assessment sub-set to the planning and programming model in terms of the approved concepts, individuals, ISU community and state.

Determine, by unobtrusive means, the extent of need in the Ames area using the sub-set.

Develop detailed ELDERCOLLEGE objectives based on the unobtrusive assessment and literature review.

Develop a one-year pilot program for the instruction, research and skilled work force program elements using the initial assessment and objectives as the basis.

Develop and put into motion "ELDERCADRE" (skilled workforce) program element by beginning immediately to identify and pool individuals 65 and over with special skills that are useable within the University, extension or in related areas around the state. Only individuals who still want to and can work on project, piece or hourly basis will be so pooled.

Begin and continue to sell ELDERCADRE services to ISU staff and faculty, the Governor's Planning and Programming staff, etc. (as soon as work force of sufficient quantity and quality materialize).

Develop and ELDERCADRE management plan and procedures (while in the process of pooling and selling) that is acceptable to both CADRE members and employees and that simplifies and expedites programming of services.

Develop a tentative three-year line item program of instruction, research and management requirements to be used to show expansion potential and to determine if there will be ISU Administration and Alumni Association support in the event that a quality program is put into place and does in fact attract a sizeable number of quality and motivated persons. (This could happen quickly in Ames and is the reason for the unobtrusive approach).

Assess needs openly, deliberately and thoroughly if there is administration support.

Use the assessed needs results to update and improve the tentative three-year plan.

Modify the needs assessment sub-set, based on usage experience, to ready it for improved use in the future.

Develop and put into motion the ELDERCOLLEGE program management element plan.

Develop and put into motion the ELDERCOLLEGE Research program element. Develop a three-year projection.

Develop a proposal, as the initial research effort, to obtain business, industry or government sponsorship in the form of a grant, for the development and validation of a comprehensive model that can be followed by any Higher Education institution in systematically programming for Education for the Elderly (This would firm up a first class effort, an ISU hallmark).

Develop and put into motion a formative and summative evaluation overlay to the three year program which features an audit trail of the methods and procedures used in conceptualizing, developing and improving ELDERCOLLEGE, such audit trail to be used in the verification/validation of processes that become a part of the comprehensive model developed under the research grant.

Develop a way to automate and conputerize the identity, address and telephone number of all persons 65 and over in Boone and Story County. Do this with government and University assistance to insure compliance with the right of privacy act (List needed for research that can and will be programmed).

Develop and put into motion with other parts of the University a plan for programming ELDERCOLLEGE enrollee participation in the traditional courses (Include philosophy, concept, restrictions, elderly involvement good and bad, constraits, implications for and action required for changing rules and laws, counseling, registration/registrar procedures, faculty and learning research, scholarships, special/audit/credit/space available policy and procedures).

Develop, and put into motion and keep updated, a three-year plan for non-traditional courses, seminars, forums, luncheon programs; teacher/lecturer/speaker support for this activity; salary, fee, honorariums required for the people support of the activity.

Develop, and put into motion with the University, Library utilization for ELDERCOLLEGE persons on a continuing basis. (Develop "equal rights" policy and procedures whether traditional/non-traditional participants).

Conduct all program elements and overlaid process/summative evaluation in concert and continuously, analyzing and programming improvement within the model as and when appropriate with applicable University staff/faculty or within ELDERCOLLEGE.

Conduct external/formative evaluation when ELDERCOLLEGE products (ELDERCADRE, ELDERCOLLEGE course completion periodic reports) become available. Analyze and adjust ELDERCOLLEGE plans and programs as appropriate as expediciously and as often as necessary.

APPENDIX D

Housing Areas and Participation/Activities From Whom Mailing and Membership Lists for Persons 65 and Over Were Requested

Housing areas

- Northcrest
- University Towers*
- Sheldon-Munn Hotel
- Eastwood Apartments
- Regency Five

Service Clubs

- Kiwanis
- Lions*
- Rotary
- Optimist Club
- Moose
- Elks
- Ames Women's Club
- Knight's of Columbus

Senior Citizens Groups & Organizations

- Senior Citizens Center
- Congregate Meals Program (Ames)
- RSVP
- NARF
- AARP
- Retired Teachers

Church-related Groups

- Churches (Received all but two)
- Masons
- PEO (8 chapters in Ames)
- Eastern Star*

University-related

- Alumni Association, I.S.U.
- Faculty Women's Club
- Emeritus Faculty
- Retired Staff

Other

- VFW*
- American Legion*
- DAR*
- Garden, Camping Clubs*

Business Retirement Lists

- Donnelly*
- 3M*
- Barns*
- Sunstrand*

*Lists not obtained for various reasons. Chiefly "Right of Privacy" policy not to give out, procrastination.

APPENDIX E

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APPENDIX F

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50011

IOWA STATE
UNIVERSITY

Telephone 515-294-4143

Dear

As the Adult and Extension Section Leader, College of Education, Iowa State University, one of my tasks is to develop ELDERCOLLEGE, a University sponsored program for retired and older persons.

ELDERCOLLEGE will begin operation in the spring of 1979 as a special purpose, pilot program for persons 65 and over in the Ames area.

The opinionnaire that is attached to this letter is being used to assemble information from you and others. Data collected in this manner will be studied in determining how ELDERCOLLEGE should be developed.

Your responses will be held in strictest confidence and your name will not be associated with the report of combined responses in any way.

Your assistance in this effort is vital to the success of ELDERCOLLEGE and will be greatly appreciated.

Please complete all questions and all sections of the opinionnaire as soon as possible and return it to me in the addressed and stamped envelope which is enclosed.

Sincerely,

Roger Hiemstra, Ph.D.
Adult and Extension Leader
Professional Studies
College of Education
Iowa State University

RH:mjt

Enclosures (2)

ELDERCOLLEGE OPINIONNAIRE

IOWA STATE UNIVERSITY

We all recognize that retirement brings about changes in living patterns for practically everyone. For some, this change creates problems and for others it does not. For many, the central tasks of life change with retirement and have to be replaced with other activities if people so affected are to remain active and healthy. To help us develop a pattern of this change in the Ames area, please answer _all_ questions in _all_ _four_ _sections_ of this opinionnaire. Both sides of each page are used for questions. Please turn this sheet over to page 2.

OPINIONNIARE
ID NO.____

SECTION A Situations Affecting Retired Persons

1. The following situations have a bad affect on many older and retired persons. Please check (✓) those that have or will cause problems for you in retirement.

____a. Change of living habits following retirement.

____b. Health.

____c. Making ends meet on a fixed income.

____d. Cost of living in this area.

____e. Responsiveness of community leaders to the needs of older persons.

____f. Separation of older and retired persons from other older persons in many of life's activities.

____g. Separation of older and retired persons from other age groups in most of life's activities.

____h. Too much leisure time.

____i. Not enough leisure time.

____j. Opportunities for older and retired persons to work outside the home.

____k. Lack of information about services for older and retired persons.

____l Availability of transportation to go to and from activities.

____m. Feelings of others that retired and older persons need special attention because of age.

____n. Other (Please indicate situation) ____________________

____

____

Now look again at the problems you checked. Decide which are the most serious problems that you face in retirement, then put a second check mark in front of your "most serious" choices.

Go to Page 3

Did you complete all of Page 2?

2. Please check (✓) "yes" or "no" to the following questions.

   a. Have you ever attended training sessions that were conducted to help people prepare more thoroughly for retirement? YES____ NO____

   b. Have you attended any education activity since you became 65 years of age that was designed to help you deal more effectively with one or more of the problem situations in question one. YES____ NO____

   c. Would you take part in university sponsored educational activities that would help you cope more effectively with a situation or situations troublesome to you? YES____ NO____

SECTION B Work and Other Participation Activity

3. Given a central office that matches work activity with retired persons wanting work, check (✓) one of the following work situations that would most appeal to you. Remember, please check just one (1).

____a. Full-time work for pay.
____b. Work as paid consultant.
____c. Part-time paid work in your speciality.
____d. Volunteer work for which you are qualified or for which you could be trained.
____e. Swapping work with others with no money exchanged. (Example: House repairs by you in exchange for preparation of your income tax return).
____f. None of the above (Explain)________________________________
____
____

Turn This Sheet over to Page 4

Did you complete all of Page 3?

4. From the following list, check (✓) those activities or organizations in which you participate regularly.

___a. Senior Citizens Center
___b. Service Club (Rotary, etc.)
___c. Lodge (Elks, etc.)
___d. Sisterhood (PEO, etc.)
___e. Congregate meals
___f. Church/Synagogue
___g. RSVP/other volunteer programs
___h. Other (If you check other, please identify the activity or activities.)
____
____

5. Almost everyone undertakes one or more new learning projects each year. Three examples of learning projects and the method used in learning each are shown below.

EXAMPLE:

Learning Project	Learning Method
Golf	Learned by myself
Conversational Spanish	Learned from an instructor in a classroom
Macrame	Learned from a friend

Please list at least two topics that you studied or things you learned to do last year.

Learning Project	Learning Method
1.	
2.	
3.	
4.	

Go on to Page 5

Did you complete all of Page 4?

6. Do you have a hobby or hobbies? If so, what is it/are they?

____

If you do not have a hobby, leave the space above blank and proceed to question 7.

SECTION C Learning Needs and Preferences

7. Please check (✓) one of the following that seems to best describe your learning needs.

____a. Acquiring a skill for use in paid work.
____b. Improving or obtaining new homemaker skills.
____c. Obtaining guidance in how to deal with retirement problems.
____d. Taking part in University classes for retired persons for the sheer joy of learning.
____e. Preparing for volunteer work. (Examples: tutor, counselor)
____f. Have no learning needs.

8. The following is a list of settings in which people learn. Check (✓) up to four settings that appeal most to you.

____a. Classroom courses for University credit.
____b. University non-credit courses tailored for retired persons.
____c. Courses presented on television or radio.
____d. Self-study using prepared instructions.
____e. Activity experiences (Example: duplicate bridge lessons, art lessons, craft workshops)
____f. Learning from another person.
____g. Learning on the job.

Now, look again at the learning settings you just finished checking. Decide which one of the four settings is your favorite way of learning. Identify your favorite by putting a second check (✓) mark in front of it.

Turn This Sheet over to Page 6

Did you complete all of Page 5?

9. Which of the following obstacles might stop you from taking part in Iowa State University sponsored learning activities of any kind regardless of the setting. Check (✓) any that apply to you. Please go through both columns.

___Cost
___Not enough time
___Home responsibilities
___Job responsibilities
___Don't like to go out at night
___My health is bad
___No place to study or practice
___Not confident of my ability
___I'm too old to begin learning
___Don't know what I'd like to learn
___Courses I want aren't scheduled when I can attend
___Strict attendance requirement--like to come and go as I please
___No information about where I can get what I want
___Amount of time required to complete a course or program
___Friends or family don't like the idea of my taking courses

___Courses I want don't seem to be available
___Too much red tape in getting enrolled
___I don't have enough energy or stamina
___I don't enjoy studying
___Courses often are not interesting
___No transportation available
___I'm tired of school and classrooms
___I don't meet requirements to begin a program
___No way to get credit for a degree

Turn to page 7.

Did you complete all of Page 6?

10. Which of the following courses would interest you enough for you to enroll if you knew that each course would be well taught; would cost no more than $10; would meet only once a week; would be no more than three months in length and that you would have transportation to and from the classroom site for each class session? Please check (✓) courses of interest in both columns.

____Astronomy: From Myth to Science
____Stretching Your Retirement Dollar
____The Archaeology of Mexico
____Conversational Spanish
____Films and Photography
____Modern Religions
____Three Black Authors
____Outdoor Flora
____Wills and Estate Planning
____Leisure Activities for Retirement Years
____Nature Photography
____Reading Efficiency
____Sex and the Older Person
____Introduction to Crafts
____Music Appreciation
____Mid-Western Birds
____Exercise and Aging
____Advanced Crafts
____World Cultures
____Living in a Computerized World
____Plant Identification
____Retirement Lifestyles
____Volunteer Work Opportunities

____New Opportunities in Retirement
____International Relations
____Financial Aspects of Retirement
____Basics of Lip Reading
____Medical Care in the Retirement Years
____Fundamentals in Investing
____Tourism and Your Travel Dollar
____Tax Benefits for Older Persons
____Counseling Older Adults
____Legal Rights of Older Clients
____Art Appreciation
____The Nature of Prejudice
____Beginning Painting
____Laws Affecting the Aged
____Role of Grandmothers and Grandfathers in the Family
____Creative Expression
____Genealogy--How to Trace Ancestors
____TV Production

Turn this sheet over to page 8.

Did you complete all of Page 7?

SECTION D Personal Information

Please fill in the following blanks.

11. Age ____ 12. Sex____

13. Highest level completed in school. (Check (✓) only one)

____no school
____some elementary school
____completed elementary school
____some high school
____high school graduate
____some college
____college graduate
____post graduate work

14. MEN ONLY: Major profession or occupation from which you retired or will retire eventually.____

WOMEN ONLY: Major profession or occupation from which you retired or will retire eventually (homemaker included).____________________

15. Marital status: Married____ Widowed____ Single____

16. If retired, what, if any, work have you engaged in for pay since your retirement?____

17. Which best describes your residential status and plans?

____a. Live in Ames area the year around; only leave for short periods of time.
____b. Live in Ames area; winter in a different climate.
____c. Live in Ames area; summer in a different climate.
____d. Live in Ames area now but intend to move to another location soon.

18. Which one of the following best describes your travel activities?

____a. Do not travel at all.
____b. Travel to and from homes of relatives and friends.
____c. Take sightseeing tours of the United States.
____d. Travel extensively within United States and abroad.
____e. Saving up for a guided tour abroad.
____f. Other (Please describe)____
____

PLEASE USE THIS SPACE FOR COMMENTS AND/OR RECOMMENDATIONS

____
____
____
____
____

THANK YOU!

APPENDIX G

INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH
IOWA STATE UNIVERSITY
(Please follow the accompanying instructions for completing this form.)

1. Title of project (please type): ELDERCOLLEGE: A Special Purpose Program of Higher Education for Persons 65 and Over

2. I agree to provide the proper surveillance of this project to insure that the rights and welfare of the human subjects are properly protected. Additions to or changes in procedures affecting the subjects after the project has been approved will be submitted to the committee for review.

Dr. Roger Hiemstra	12/11/78	x Roger Hiemstra
Typed Named of Principal Investigator	Date	Signature of Principal Investigator
229 Curtiss Hall	294-2163	
Campus Address	Campus Telephone	

3.

Signatures of others (if any)	Date	Relationship to Principal Investigator
Mr. Vic Brown	12/11/78	Research Associate 102 N. Quad
x Victor H Brown		Eldercollege Project Phone 294-8789

4. ATTACH an additional page(s) (A) describing your proposed research and (B) the subjects to be used, (C) indicating any risks or discomforts to the subjects, and (D) covering any topics checked below. CHECK all boxes applicable.

none applicable

☐ Medical clearance necessary before subjects can participate
☐ Samples (blood, tissue, etc.) from subjects
☐ Administration of substances (foods, drugs, etc.) to subjects
☐ Physical exercise or conditioning for subjects
☐ Deception of subjects
☐ Subjects under 14 years of age and(or) ☐ Subjects 14-17 years of age
☐ Subjects in Institutions
☐ Research must be approved by another institution or agency

DEC 1978
RECEIVED
GRADUATE [illegible]
I. S. U.

5. ATTACH an example of the material to be used to obtain informed consent and CHECK which type will be used.

☐ Signed informed consent will be obtained.
☒ Modified informed consent will be obtained.

6.

	Month	Day	Year
Anticipated date on which subjects will be first contacted:	1	2	79
Anticipated date for last contact with subjects:	6	30	79

7. If Applicable: Anticipated date on which audio or visual tapes will be erased and(or) identifiers will be removed from completed survey instruments:

not applicable ___ Month ___ Day ___ Year

8.

Signature of Head or Chairperson	Date	Department or Administrative Unit
x Roger Hiemstra	12/12/78	

9. Decision of the University Committee on the Use of Human Subjects in Research:

☑ Project Approved ☐ Project not approved ☐ No action required

George G. Karas	2/19/79	G Karas
Name of Committee Chairperson	Date	Signature of Committee Chairperson

Revised 6/78

APPENDIX H

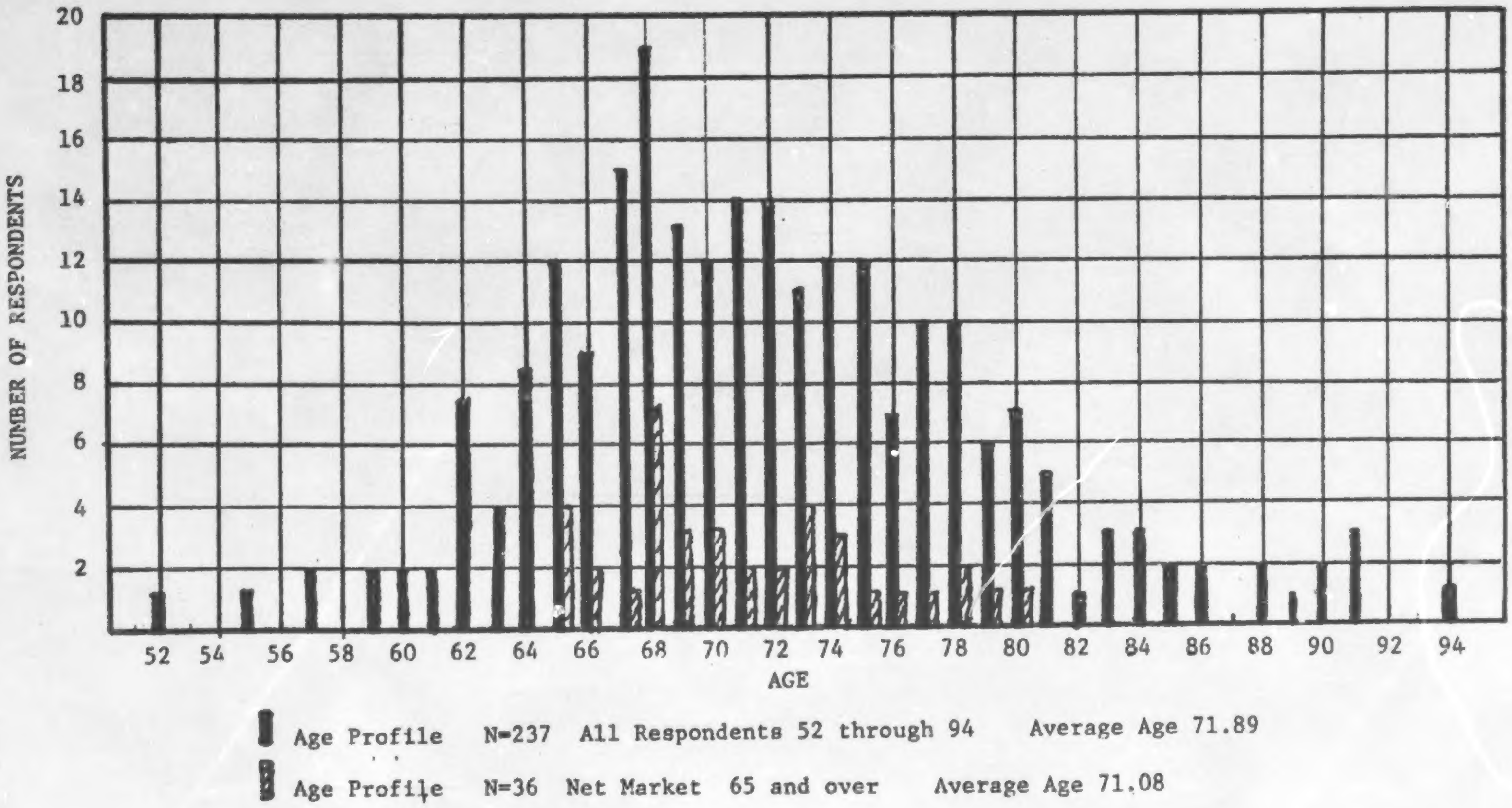
Table of Contents of Appendix H

Opinionnaire Data: All Respondents (237); Men (73); Women (163); Net Market (36)

Note: Because of computation error not corrected, 163 vice 164 women were recorded.

Category/Variable	All Respondents	Men	Women	Market	Appendix Page
Demographics					
Average Age, Age Profile	X			X	H-1
Marital Status	X	X	X	X	H-2
Education	X	X	X	X	H-3
Residential Situation and Plans	X	X	X	X	H-4
Travel Activities	X	X	X	X	H-5
Situations Affecting Retired Persons	X	X	X	X	H-6
Work, Learning and Other Participation Activity					
Position from which retired, will retire		X	X	X	H-7
Paid Work After Retirement	X	X	X	X	H-8
Work That Would Appeal in Retirement	X	X	X	X	H-9
Organizations in Which Participation is Regular	X	X	X	X	H-10
Hobbies	X	X	X	X	H-11
Pre-Retirement Training	X	X	X	X	H-12
Post-Retirement Training	X	X	X	X	H-12
Current Learning Projects and Learning Methods	X	X	X	X	H-13 H-14
Learning Needs, Preferences and Obstacles					
Willingness to Participate in University sponsored Education to Help With Retirement Problems	X	X	X	X	H-15
Learning Needs	X	X	X	X	H-16
Learning Setting Preferences	X	X	X	X	H-17
Formal Course Preferences	X	X	X	X	H-18a/H-18c
Obstacles to Learning Regardless of Setting	X	X	X	X	H-19a/H-19b

H-1


NUMBER OF RESPONDENTS
20
18
16
14
12
10
8
6
4
2
52
54
56
58
60
62
64
66
68
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72
74
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92
94
AGE
▮ Age Profile N=237 All Respondents 52 through 94 Average Age 71.89
▨ Age Profile N=36 Net Market 65 and over Average Age 71.08

MARITAL STATUS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Married	1	121	51.1	1	65	89.0	2	56	34.4	1	16	44.4
Widowed	2	83	35.0	2	5	6.8	1	77	47.2	2	12	33.3
Single	3	33	13.9	3	3	4.1	3	30	18.4	3	8	22.2

HIGHEST LEVEL COMPLETED IN SCHOOL	ALL RESPONDENTS			MEN			WOMEN			NET MARKET		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Some Elementary	6.5	5	2.1	7	3	4.1	6	2	1.2	6.5	1	2.8
Completed Elementary	6.5	5	2.1	5.5	4	5.5	7	1	0.6	6.5	1	2.8
Some High School	5	16	6.8	5.5	4	5.5	5	12	7.4	5	4	11.1
Completed High School	3	45	19.0	3	11	15.1	3	33	20.2	4	5	13.9
Some College	1.5	62	26.2	2	13	17.8	1	49	30.1	2	8	22.2
Completed College	4	42	17.7	4	7	9.6	2	35	21.5	3	6	16.7
Post Graduate Work	1.5	62	26.2	1	31	42.5	4	31	19.0	1	11	30.6

H-4

RESIDENTIAL SITUATION AND PLANS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Live in Ames Year Around Leave only short Periods	1	207	87.3	1	61	83.6	1	145	89.0	1	31	86.1
Live in Ames, Winter Elsewhere	2	18	7.6	2	8	11.0	2	10	6.1	2.5	2	5.6
Live in Ames, Combinations	3	6	2.6	4	1	1.4	3	5	3.0	4	1	2.8
Live in Ames, Will Move to New Location	4	4	1.7	3	3	4.1	5	1	0.6	2.5	2	5.6
Live in Ames, Summer Elsewhere	5	2	0.8	-	-	---	4	2	1.2	-	-	---

TRAVEL ACTIVITIES*	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Travel to and from Homes of Relatives and Friends	1	142	59.9	1	35	52.1	1	106	65.0	1	19	52.8
Sightsee, U.S.	2	70	29.5	2	22	30.1	2	48	29.4	2.5	14	38.9
Travel Extensively, Abroad/U.S.	4	52	21.9	3	15	20.6	3	37	22.7	2.5	14	38.9
Do Not Travel At All	5	16	6.8	5	5	6.8	5.5	11	6.7	-	--	----
Saving up for Guided Tour Abroad	6	12	5.1	6	1	1.4	5.5	11	6.7	5	1	2.8
Other	3	40	16.9	4	10	13.7	4	30	18.4	3	5	13.9

*Many respondents checked more than one activity . The one most descriptive was requested.

SITUATIONS AFFECTING RETIRED PERSONS ADVERSELY	ALL RESPONDENTS (N=237)					MEN (N=73)						WOMEN (N=163)						NET MARKET (N=36)					
	blems		Most Serious Problems			Problems			Most Serious Problems			Problems			Most Serious Problems			Problems			Most Serious Problems		
	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Cost of Living, This Area	57	24.1	1,5	38	16.0	1	21	28.8	2	13	17.8	3	35	21.5	1	25	15.3	3	8	22.2	1	8	22.2
Health	48	20,3	1.5	38	16.0	4	12	16.4	1	15	20.5	2	36	22.1	2	23	14.1	3	8	22.2	6	2	5.6
Change in Living Habits, etc.	46	19.4	6	13	5.8	2	17	23.3	6	3	4.1	5	29	17.8	5	10	6.1	1	11	30.6	4	3	8.3
Transportation	44	18,6	5	25	10.5	8	7	9.6	8	2	2,7	1	37	22.7	3	22	13.5	3	8	22.2	2	5	13.9
Making Ends Meet, Fixed Income	39	16,5	4	27	11,4	10	6	8,2	3	11	15.1	4	33	20.2	4	15	9.2	5	7	19.4	4	3	8.3
Feeling of Others that Older Persons Need Special Attention Because of Age	32	13,5	13	3	1,3	3	14	19,2	10	1	1.4	7.5	18	11.0	12	2	1.2	7	4	11.1	-	-	-
Lack of Information About Services	30	12.7	9.5	6	2.5	4.5	12	16.4	10	1	1.4	9	17	10.4	8.5	5	3.1	11	2	5.6	8.5	1	2.8
Separation from Other Younger Age Group	28	11.8	7	13	5.5	7	9	12.3	4	4	5.5	6	19	11.7	6	9	5.5	7	4	11.1	4	3	8.3
Too Much Leisure	25	10.5	9.5	6	2.5	6	10	13.7	6	3	4.1	11.5	14	8.6	10	3	1.8	7	4	11.1	8.5	1	2.8
Not Enough Leisure	24	10.1	11.5	5	2.1	10	6	8.2	-	-	-	7.5	18	11.0	8.5	5	3.1	13.5	1	2.8	-	-	-
Responsiveness, Community Leaders	20	8.4	11.5	5	2.1	12	5	6.8	6	3	4.1	10	15	9.2	12	2	1.2	11	2	5.6	-	-	-
Opportunity for Older Persons to Work	18	7.6	8	8	3.4	10	6	8.2	10	1	1.4	13	12	7.4	7	7	4.3	9	3	8.3	8.5	1	2.8
Other (various)	17	7.2	3	2	0.8	13.5	3	4.1	-	-	-	11.5	14	8.6	12	2	1.2	11	2	5.6	8 5	1	2.8
Separation from Other Older Persons	12	5.1	14	1	0.4	13.5	3	4.1	-	-	-	14	9	5.5	14	1	.06	13.5	1	2.8	-	-	-

PROFESSION OR OCCUPATION FROM WHICH RETIRED OR WILL RETIRE	MEN (N=73)			WOMEN (N-163)			NET MARKET (N=16)			NET MARKET (N=20)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Higher Executive/Professional	1	39	53.4	1	56	34.4	1	8	50.0	1	9	45.0
Lower Executive	5.5	2	2.7	8	1	0.6		1	6.3	5	1	5.0
Administrative Personnel	7.5	1	1.4	7	3	1.8	-	-	-	-	-	-
Clerical/Technical	2	16	21.9	3	35	21.5	3	2	12.5	2	6	30.0
Skilled	3	7	9.6	5	8	4.3	2	3	18.8	5	1	5.0
Semi-skilled	5.5	2	2.7	6	6	3.7	4.5	1	6.3	5	1	5.0
Unskilled	4	3	4.1	-	-	-	-	-	-	-	-	-
Homemaker	-	-	-	2	36	22.1	-	-	-	3	2	10.0
No Response	7.5	3	4.1	4	18	7.5	4.5	1	6.3			

PAID WORK SINCE RETIREMENT	ALL RESPONDENTS (N=273)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Blank/None	1	157	66.0	1	50	68.5	1	106	65.0	1	23	63.9
Part-time Salaried, Old	2	30	12.7	2	11	15.1	2	19	11.7	2	8	22.2
Part-time Salaried New Occupation or Profession	3	23	9.7	3	5	6.8	3	18	11.0	3	2	5.6
Full-time Salaried, Old Occupation or Profession	4.5	7	3.0	7	1	1.4	4	6	3.7	-	-	-
Project, Salaried New Profession or Occupation	4.5	7	3.0	5	2	2.7	5	5	3.1	5	1	2.8
Full-time Salaried, New Occupation or Profession	6	5	2.1	5	2	2.7	6.5	3	1.8	5	1	2.8
Self-employed Expert	7.5	3	1.3	5	2	2.7	8	1	0.6	5	1	2.8
Self-employed Skilled	7.5	3	1.3	-	0	0.0	6.5	3	1.8	-	-	-
Project, Salaried, Old Occupation or Profession	9	2	0.8	-	0	0.0	9	2	1.2	-	-	-

H-9

WORK THAT WOULD APPEAL IN RETIREMENT	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
None of Those Listed or Blank	1	114	48.1	1	29	39.7	1	85	52.1	1	14	38.9
Volunteer Work Qual/Trained	2	51	21.5	3.5	8	11.0	2	42	25.8	2	9	25.0
Part-time Paid Work/Spec	3	48	20.3	2	23	31.5	3	25	15.3	3	8	22.2
Work as Paid Consultant	4	12	5.1	3.5	8	11.0	4.5	4	2.5	4	4	11.1
Swapping Work	5	7	3.0	5	3	4.1	4.5	4	2.5	-	-	-
Full-time Paid Work	6	5	2.1	6	2	2.7	6	3	1.8	5	1	2.8

ORGANIZATIONS IN WHICH PARTICIPATION IS REGULAR	ALL RESPONDENTS (N=273)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Church/Synagogue	1	152	64.1	1	40	54.8	1	111	68.1	1	24	66.7
Other (Miscellaneous)	2	82	34.6	2	18	24.7	2	63	38.6	3	10	27.8
Sisterhood (PEO, etc.)	3	34	14.3	-	-	-	3	34	20.9	4.5	7	19.4
Congregate Meals	4.5	29	12.2	5.5	5	6.8	6	11	6.7	6.5	2	5.6
RSVP/Other Volunteer	4.5	29	12.2	7	3	4.1	4	25	15.3	2	11	30.6
Senior Citizen Center	6	28	11,3	5.5	5	6,8	5	22	13.5	6.5	2	5.6
Service Clubs	7	23	9.7	3.5	13	17.8	7	10	6,1	4.5	7	19.4
Lodge (Elks, etc.)	8	17	7.2	3.5	13	17,8	8	4	2,5	8	1	2.8

H-11

HOBBIES	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Miscellaneous	1	61	25.7	1	23	31.5	2	38	23.3	1	12	33.3
Hand/Shop Crafts	2	58	24.5	3	13	17.8	1	44	27.0	2	7	19.4
Reading/Writing/Research	3	38	16.0	4	8	11.0	3	30	18.4	3	5	13.9
Recreation	4	30	12.7	2	16	21.9	5	14	8.6	4	4	11.1
Gardening	5	25	10.5	5	5	6.8	4	20	12.3	6.5	2	5.6
Art Production/Collection	6	10	4.2	6	4	5.5	6.5	6	3.7	6.5	2	5.6
Spectator Activity	7	7	3.0	8	1	1.4	6.5	6	3.7	6.5	2	5.6
Culinary Arts	8.5	4	1.7	-	-	-	8	4	2.5	-	-	-
Travel	8.5	4	1.7	7	3	4.1	9	1	0.6	6.5	2	5.6

EDUCATION AND TRAINING PARTICIPATION	ALL RESPONDENTS (N=237)		MEN (N=73)		WOMEN (N=163)		NET MARKET (N=36)	
	N	%	N	%	N	%	N	%
Pre-Retirement Training								
Yes	49	20.7	19	26.0	30	18.4	11	30.6
No	179	75.5	51	69.9	127	77.9	24	66.7
No Reply	9	3.8	3	4.1	6	3.7	1	2.8
Education Activity Since 65 to Help With Problem Situations								
Yes	34	14.3	11	15.1	23	14.1	8	22.2
No	178	75.1	54	74.0	123	75.5	28	77.8
No Reply	25	10.5	8	11.0	17	10.4	-	-

CURRENT LEARNING PROJECTS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
PROJECT 1												
Learning for Self-Improvement	1	120	50.6	1	34	46.6	1	85	52.1	1	19	52.8
Blank, No Response	2	103	43.5	2	32	43.8	2	71	43.6	2	11	30.6
Personal/Family Competence	3	8	3.4	4	2	2.7	3	6	3.7	3.5	3	8.3
Occupation/Profession Competence	4	6	2.5	3	5	6.8	4	1	0.6	3.5	3	8.3
Social/Civic Competence	-	-	-	-	-	-	-	-	-	-	-	-
PROJECT 2												
Blank, No Response	1	165	69.6	1	60	82.2	1	105	64.4	1	24	66.7
Learning for Self-Improvement	2	59	24.9	2	8	11.0	2	51	31.3	2	10	27.8
Occupation/Profession Competence	3.5	5	2.1	3.5	2	2.7	4	3	1.8	3.5	1	2.8
Personal/Family Competence	3.5	5	2.1	5	1	1.4	3	4	2.5	-	-	-
Social/Civic Competence	5	3	1.3	3.5	2	2.7	-	-	-	3.5	1	2.8

LEARNING METHODS USED IN CURRENT LEARNING PROJECTS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
PROJECT 1												
Blank, No Response	1	103	43.5	1	32	43.8	1	71	43.6	1	11	30.6
Self-Planned	2	46	19.4	2	18	24.7	4	28	17.2	3	7	19.4
Group-Planned	3	41	17.3	3	11	15.3	2.5	30	18.4	4.5	5	13.9
One-on-One	4	39	16.5	4	8	11.0	2.5	30	18.4	2	8	22.2
Material Resources	5	8	3.4	5	4	5.5	5	4	2.5	4.5	5	13.9
PROJECT 2												
Blank, No Response	1	167	70.5	1	60	82.2	1	108	66.2	1	24	66.7
Self-Planned	2.5	24	10.1	2	7	9.6	3	17	10.4	2.5	4	11.1
One-on-One	2.5	24	10.1	4	2	2.7	2	21	12.9	2.5	4	11.1
Group-Planned	4	16	6.8	4	2	2.7	4	14	8.6	4.5	2	5.6
Material Resources	5	5	2.1	4	2	2.7	5	3	1.8	4.5	2	5.6

H-15

WILLINGNESS TO PARTICIPATE IN UNIVERSITY SPONSORED EDUCATION TO HELP WITH RETIREMENT PROBLEMS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N=36)		
		N	%		N	%		N	%		N	%
Yes		114	48.1		41	56.2		72	44.2		29	80.6
No		102	43.0		27	37.0		75	46.0		6	16.7
No Reply		21	8.9		5	6.8		16	9.8		1	2.8

LEARNING NEEDS	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			NET MARKET (N-36)		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
No Learning Needs or Blank	1	93	39.3	1	28	38.3	1	66	40.5	5	3	8.3
University Classes/Joy of Learning	2	86	36.3	2	23	31.5	2	62	38.0	1	17	47.2
Guidance, Retired Problems	3	18	7.6	3	7	9.6	3.5	11	6.7	2	7	19.4
Preparing for Volunteer Work	4	15	6.3	6	3	4.1	3.5	11	6.7	3.5	4	11.1
Improve Homemaking Skills	5	14	5.9	4.5	6	8.2	5	8	4.9	3.5	4	11.1
Acquire Skill for Paid Work	6	11	4.6	4.5	6	8.2	6	5	3.1	5	3	8.3

LEARNING SETTING PREFERENCE	ALL RESPONDENTS (N=237)						MEN (N=73)						WOMEN (N=163)						NET MARKET (N=36)					
	Settings Preferred			Favorite Settings			Settings Preferred			Favorite Settings			Settings Preferred			Favorite Settings			Settings Preferred			Favorite Settings		
	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%	Rank	N	%
Activity Experiences	1.5	77	32.5	1	34	14.3	2	25	34.2	6	4	5.5	1	52	31.9	1	29	17.8	2	13	36.1	2.5	6	16.7
University Non-Credit Courses	1.5	77	32.5	3	30	12.7	1	26	35.6	1	13	17.8	3	50	30.7	3	17	10.4	1	14	38.9	1	8	22.2
Learning From Another Person	3	73	30.8	2	33	13.9	4	18	24.7	3	8	11.0	2	55	33.7	2	24	14.7	3	11	30.6	2.5	6	16.7
Self-Study Using Prepared Instructions	4	57	24.1	4	21	8.9	3	24	32.9	4	7	9.6	5	33	20.2	4	14	8.6	5.5	8	22.2	4	4	11.1
Course Presented by TV/Radio	5	56	23.6	6	17	7.2	5	16	21.6	5	6	8.2	4	40	24.5	5	11	6.7	4	10	27.8	5.5	2	5.6
Learning on the Job (By Doing)	6	38	16.0	5	19	8.0	6	12	16.4	2	10	13.7	6	25	15.3	6	9	5.5	5.5	8	22.2	5.5	2	5.6
Classroom Courses, University Credit	7	13	5.5	7	7	3.0	7	4	5.5	7	3	4.1	7	9	5.5	7	4	2.5	7	3	8.3	7	1	2.8

H-18a

COURSE PREFERENCE	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			LEARNING FORM	NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%		Rank	N	%
Tax Benefits for Older Persons	1	76	32.1	1	25	34.2	1	51	31.3	Instrumental	2	14	38.9
Tourism and Your Travel Dollar	2	66	27.8	4	18	24.7	2	48	29.4	Expressive	3	12	33.3
Exercise and Aging	3	61	25.7	5.5	15	20.5	3	46	28.2	Instrumental	1	15	41.7
Wills and Estate Planning	4	55	23.2	2	22	30.1	6.5	33	20.2	Instrumental	8	7	19.4
Stretching Your Retirement Dollar	5	54	22.8	3	20	27.4	5	34	20.9	Instrumental	8	7	19.4
Genealogy--How to Trace Ancestors	6	45	19.0	15	9	12.3	4	36	22.1	Expressive	8	7	19.4
Leisure Activities for Retirement Years	7	44	18.6	8.5	13	17.8	9	31	19.0	Instrumental	16.5	5	13.9
Medical Care in the Retirement Years	8	43	18.1	8.5	13	17.8	10	30	18.4	Instrumental	16.5	5	13.9
New Opportunities in Retirement	9	42	17.7	5.5	15	20.5	12	27	16.6	Instrumental	7	7	19.4
World Cultures	10	41	17.3	16	8	11.0	6.5	33	20.2	Expressive	4	11	30.6
Mid-Western Birds	11	39	16.5	24.5	6	8.2	8	32	19.6	Expressive	16.5	5	13.9
Music Appreciation	12	36	15.2	19	7	9.6	11	29	17.8	Expressive	5.5	9	25.0
Fundamentals of Investing	13	34	14.3	7	14	19.2	15	20	12.3	Instrumental	36.5	1	2.8
Art Appreciation	14	30	12.7	24.5	6	8.2	13	24	14.7	Expressive	12	6	16.7
International Relations	14	30	12.7	10.5	12	16.4	19	18	11.0	Expressive	16.5	5	13.9
Modern Religions	16	29	12.2	10.5	12	16.4	22	17	10.4	Expressive	5.5	9	25.0

H-18b

COURSE PREFERENCE CONT.	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			LEARNING FORM	NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%		Rank	N	%
Conversation Spanish	17.5	27	11.4	12.5	11	15.1	24.5	16	9.8	Expressive	12	6	16.7
Plant Identification	17.5	27	11.4	24.5	6	8.2	15	20	12.3	Expressive	27.5	3	8.3
Laws Affecting the Aged	19	26	11.0	24.5	6	8.2	15	20	12.3	Instrumental	27.5	3	8.3
Legal Rights of Older Clients	20.5	25	10.5	19	7	9.6	19	18	11.0	Instrumental	12	6	16.7
Reading Efficiency	20.5	25	10.5	12.5	11	15.1	29	14	8.6	Expressive	36.5	1	2.8
Creative Expression	22.5	24	10.1	24.5	6	8.2	19	18	11.0	Expressive	16.5	5	13.9
Volunteer Work Opportunities	22.5	24	10.1	32	4	5.5	17	19	11.7	Instrumental	27.5	3	8.3
Outdoor Flora	24	23	9.7	19	7	9.6	27	15	9.2	Expressive	27.5	3	8.3
Financial Aspects of Retirement	25.5	22	9.3	29	5	6.8	22	17	10.4	Instrumental	36.5	1	2.8
Retirement Lifestyles	25.5	22	9.3	14	10	13.7	31.5	12	7.4	Instrumental	27.5	3	8.3
Beginning Painting	27	21	8.9	29	5	6.8	24.5	16	9.8	Expressive	27.5	3	8.3
The Archaeology of Mexico	28.5	20	8.4	19	7	9.6	31.5	12	7.4	Expressive	21.5	4	11.1
Role of Grandmothers and Grandfathers in the Family	28.5	20	8.4	35	3	4.1	22	17	10.4	Instrumental	32.5	2	5.6
Astronomy: From Myth to Science	30	19	8.0	24.5	6	8.2	30	13	8.0	Expressive	16.5	5	13.9
Advanced Crafts	32	18	7.6	35	3	4.1	27	15	9.2	Expressive	36.5	1	2.8
Living in a Computerized World	32	18	7.6	19	7	9.6	33	11	6.7	Expressive	27.5	3	8.3

H-18c

COURSE PREFERENCE CONT.	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			LEARNING FORM	NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%		Rank	N	%
Introduction to Crafts	32.	18	7.6	35	3	4.1	27	15	9.2	Expressive	32.5	2	5.6
Basics of Lip Reading	34	16	6.8	29	5	6.8	35	11	6.7	Instrumental	21.5	4	11.1
Films and Photography	35.5	15	6.3	32	4	5.5	35	11	6.7	Expressive	21.5	4	11.1
Nature Photography	35.5	15	6.3	32	4	5.5	35	11	6.7	Expressive	21.5	4	11.1
The Nature of Prejudice	37	12	5.1	38	2	2.7	38	9	5.5	Expressive	27.5	3	8.3
Counseling Older Adults	38	11	4.6	39.5	1	1.4	37	10	6.1	Instrumental	36.5	1	2.8
Three Black Authors	39	7	3.0	39.5	1	1.4	39	6	3.7	Expressive	--	-	---
Sex and the Older Person	40	4	1.7	37	3	4.1	40	1	0.6	Expressive	36.5	1	2.8
TV Production	41	0	0.0	41	0	0.0	41	0	0.0	Expressive	--	-	---

H-19a

OBSTACLES TO LEARNING REGARDLESS OF SETTING	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			SURMOUNTABLE/ INSURMOUNTABLE OBSTACLES	NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%		Rank	N	%
Don't like to go out at night	1	90	38.0	4	18	24.7	1	71	43.6	Surmountable by holding classes in daytime	1	14	38.9
Strict attendance requirment--like to come and go as I please	2	71	30.0	2	21	28.8	2	50	30.7	Insurmountable	-	-	-
Not enough time	3	67	28.3	3	19	26.0	3	48	29.4	Insurmountable	-	-	-
Don't know what I'd like to learn	4	54	22.8	1	25	34.2	6	28	17.2	Surmountable by providing counsel and good information	5	7	19.4
Cost	5	45	19.0	5	15	20.5	5	29	17.8	Surmountable with better information	3.5	8	22.2
Home responsibilities	6	39	16.5	6	12	16.4	8	27	16.6	Insurmountable	-	-	-
No transportation available	7.5	34	14.3	20	3	4.1	4	30	18.4	Surmountable, tranport part of plan	3.5	8	22.2
My health is bad	7.5	38	16.0	7	11	15.1	8	27	16.6	Insurmountable	-	-	-
I don't have enough energy or stamina	9	33	13.9	13	6	8.2	8	27	16.6	Insurmountable	-	-	-
Not confident in my ability	10	29	12.2	16	5	6.8	10	23	14.1	Insurmountable	-	-	-
I'm too old to begin learning	11	27	11.4	8	8	11.0	11	19	11.7	Insurmountable	-	-	-
Job responsibilities	12	21	9.7	10	7	9.6	12.5	16	9.8	Surmountable	11	1	2.8
I don't enjoy studying	13	20	8.4	10	7	9.6	14	13	8.0	Surmountable	11	1	2.8
Amount of time required to complete a course or program	14	19	8.0	20	3	4.1	12.5	16	9.8	Surmountable	8	2	5.6
Courses I want don't seem to be available	15	15	6.3	10	7	9.6	17	8	4.9	Surmountable	2	9	25.0
Courses often are not interesting	17	13	5.5	13	6	8.2	19.5	7	4.3	Surmountable	11	1	2.8
Too much red tape in getting enrolled	17	13	5.5	13	6	8.2	19.5	7	4.3	Surmountable	-	-	-

H-19b

OBSTACLES TO LEARNING REGARDLESS OF SETTING CONTINUED	ALL RESPONDENTS (N=237)			MEN (N=73)			WOMEN (N=163)			SURMOUNTABLE/ INSURMOUNTABLE OBSTACLES	NET MARKET (N=36)		
	Rank	N	%	Rank	N	%	Rank	N	%		Rank	N	%
No information about where I can get what I want	17	13	5.5	16	5	6.8	17	8	4.9	Surmountable	6	5	13.9
I don't meet requirements to begin a program	20	12	5.1	16	5	6.8	21	6	3.7	Surmountable	-	-	-
Courses I want aren't scheduled when I can attend	20	12	5.1	20	3	4.1	15	9	5.5	Surmountable	11	1	2.8
I'm tired of school and classrooms	20	12	5.1	18	4	5.5	17	8	4.9	Surmountable	7	3	8.3
Friends or family don't like the idea of my taking classes	22	4	1.7	22	2	2.7	23	2	1.2	Insurmountable	-	-	-
No way to get credit for a degree	23	3	1.3	-	0	0.0	22	3	1.8	Surmountable	11	1	2.8
No place to study or practice	24	1	.04	-	0	0.0	24	1	.06	Surmountable	-	-	-

APPENDIX I

REGISTRATION FORM **REGISTRATION FORM**

NAME ________________________________ AGE ________

ADDRESS ________________________________

________________________________ PHONE ________________

I WISH TO ENROLL FOR: (Please check (✓)

ELDERCOLLEGE COURSE (Wednesdays, 1:30-3:00) FOREIGN CULTURES $5.00* ______

ELDERASSEMBLY I (Tuesdays, 1:30-3:00) SECTION A $5.00* ______

(Tuesdays, 7:00-8:30) SECTION B $5.00* ______

ELDERASSEMBLY II (Thursdays, 1:30-3:00) SECTION A $5.00* ______

(Thursdays, 7:00-8:30) SECTION B $5.00* ______

*Fees for people age 64 and younger are $25 per course unless spouse of registered person 65 or older.

PLEASE ATTACH FEE WITH THIS APPLICATION BLANK.
ENROLLMENT IS LIMITED FOR THE ELDERCOLLEGE AND ELDERASSEMBLY PROGRAMS.
ENROLLMENT WILL BE ON A FIRST COME, FIRST SERVE BASIS.

RETURN REGISTRATION FORM AND FEE TO: ELDERCOLLEGE, 102 Quadrangle N
Iowa State University, Ames, Iowa 50011

* * *

ELDERCOLLEGE
102 Quadrangle N
Iowa State University
Ames, Iowa 50011
1-515-294-8789

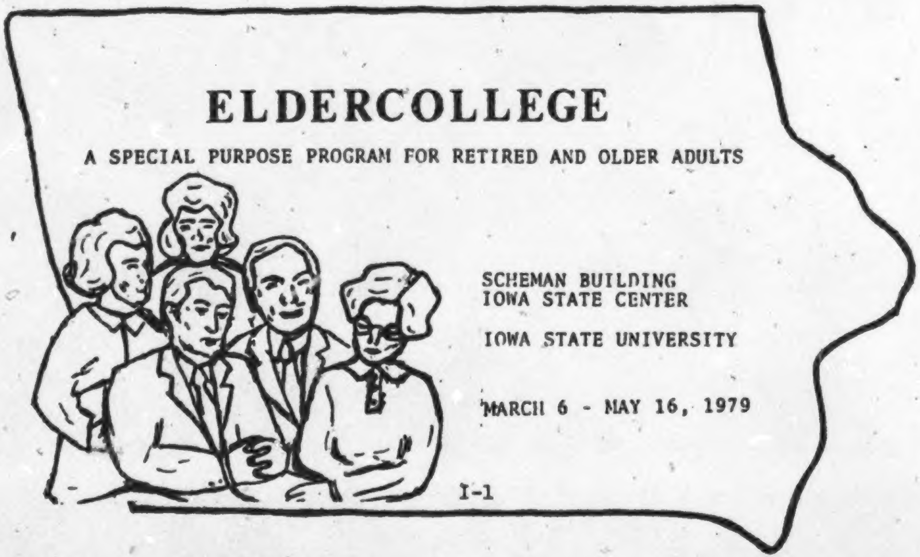
ELDERCOLLEGE STAFF:

Roger Hiemstra
Project Director

Victor Brown
Research Associate

Jodi Engel
Program Director

Marjory Thompson
Registrar



ELDERCOLLEGE

A SPECIAL PURPOSE PROGRAM FOR RETIRED AND OLDER ADULTS

SCHEMAN BUILDING
IOWA STATE CENTER

IOWA STATE UNIVERSITY

MARCH 6 - MAY 16, 1979

ELDERCOLLEGE - COURSE IN FOREIGN CULTURES
Begins: Wednesday, March 7 - 1:30-3:00 p.m.

Scheman	3/7	Mr. Don Gustofson, Dir. Alumni Service	Welcoming Address
		Dr. Shu Min Huang	China
Fireside Rm.	3/14	Dr. Adrian Bennett	China
Scheman	3/21	Dr. Michael Whiteford	Early Latin American Cultures
Scheman	3/28	Dr. Steffen Schmidt	Development Problems in Latin America
Scheman	4/4	Dr. Karl Friederich	Impact of Communication Technology on People and Societies
	4/11	EASTER WEEK - NO CLASSES	
Scheman	4/18	Dr. Charlotte Bruner Dr. David Bruner	Literature of Black Africa
Scheman	4/25	Ms. Norma Wolff	Art of Africa
Scheman	5/2	Dr. Alan Wilt	Middle East Today
Scheman	5/9	Dr. R. J. VanIten	Impact of Technology on Third World Cultures
Scheman	5/16	INTERNATIONAL DINNER*	
		Dr. D. J. Zaffarano, Dean of Graduate College	Summarizing Remarks
		Representative of International Educational Ser.	Keynote Address

* * *

ELDERASSEMBLY I
SECTION A - Meets at 1:30-3:00 p.m. Begins: Tuesday, March 6, 1979
SECTION B - Meets at 7:00-8:30 p.m.

Scheman	3/6	Dr. Roger Hiemstra Project Director	Welcoming Address
		Mr. Carl Hamilton	Contemplating Our Heritage
Wesley Hall	3/13	Dr. George Beran	World Food Issues
Scheman	3/20	Dr. Robert Dahlgren	Wild Life Research in Action: Ecology of the Ring Neck Pheasant
	3/27	Dr. Steven Richardson	Gem Mineral
Scheman	4/3	Harriet Adams Professor Emeritus	A Walk with Christian Petersen: Art at Iowa State University
	4/11	EASTER WEEK - NO CLASSES	
	4/17 to 5/8—Classes to be arranged by Student Committee		
Scheman	5/16	INTERNATIONAL DINNER*	
		Dr. D. J. Zaffarano, Dean of Graduate College	Summarizing Remarks
		Representative of International Educational Ser.	Keynote Address

* * *

ELDERASSEMBLY II
SECTION A - Meets at 1:30-3:00 p.m. Begins: Thursday, March 8, 1979
SECTION B - Meets at 7:00-8:30 p.m.

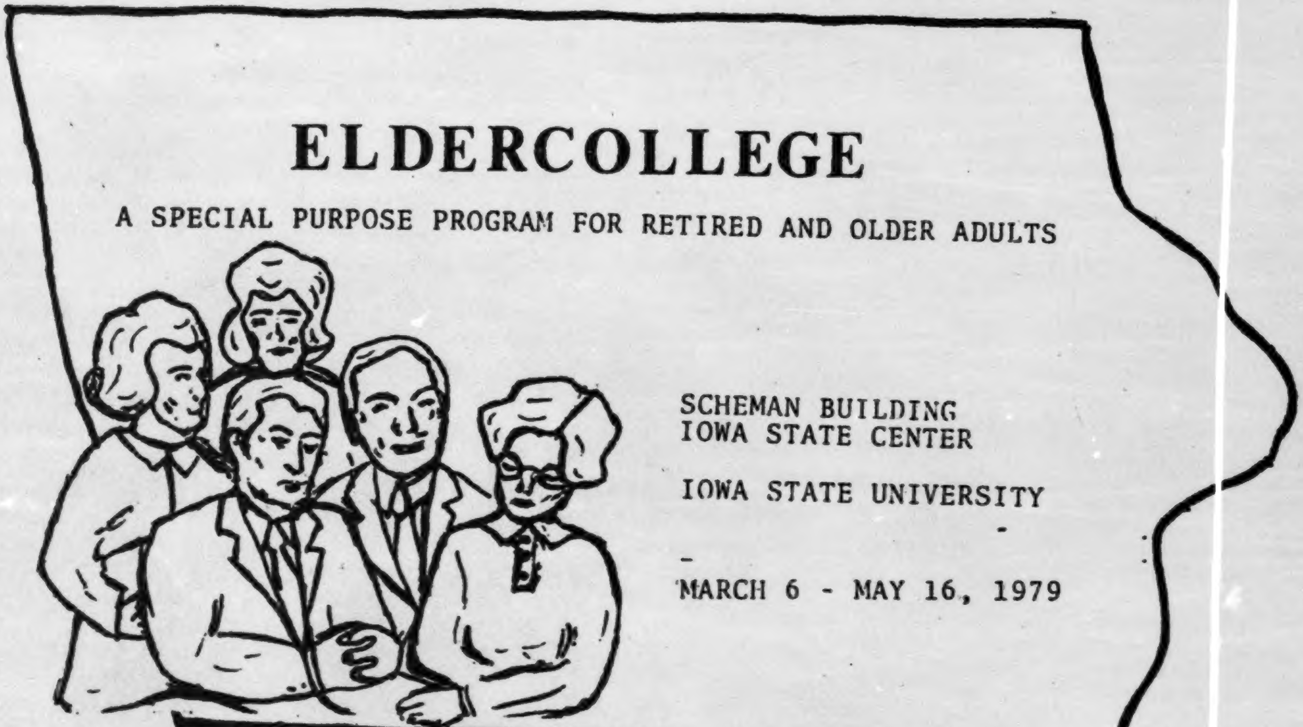
Scheman	3/8	Dr. Roger Hiemstra Project Director	Welcoming Address
		Dr. Norman Jacobson	The Role of Livestock in World Food Production
Wesley Hall	3/15	Dr. Jean Adams	Contemporary China: Focus on Economy
Scheman	3/22	Dr. Arnold Paulson	The Family Farm: Its Future
	3/29	Ms. Dorothy Foley	Travel for Learning
	4/5	Dr. Carl Bleyle	Musica Antiqua: What Is It?
	4/12	EASTER WEEK - NO CLASSES	
	4/19 to 5/10-Classes to be arranged by Student Committee		
Scheman	5/16	INTERNATIONAL DINNER*	
		Dr. D. J. Zaffarano, Dean of Graduate College	Summarizing Remarks
		Representative of International Educational Ser.	Keynote Address

* A small fee will be assessed for the International Dinner

APPENDIX J

COURSE IN FOREIGN CULTURES

SPRING - 1979



ELDERCOLLEGE

A SPECIAL PURPOSE PROGRAM FOR RETIRED AND OLDER ADULTS

SCHEMAN BUILDING
IOWA STATE CENTER

IOWA STATE UNIVERSITY

MARCH 6 - MAY 16, 1979

IOWA STATE
UNIVERSITY

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50011

Telephone 515-294-4143

Dear Participant:

Welcome to the first ELDERCOLLEGE program: A Course in Foreign Cultures. The following course outline provides you with the name, office address and office phone for each lecturer who has volunteered to team teach this course. Suggested readings are also included.

We have provided you with university call numbers beside the individual books and articles on the reading list. We are also making every effort to have as many of the readings as possible available to you after each class period to be checked out for a period of one week. At the close of the course they will be returned to the University Library system.

Parking at the University Library

We have been informed that age can no longer be used as criteria by which to provide a discriminatory policy relative to parking for people in University programs for educational purposes. However, it is the University Traffic Committee policy to accommodate learners unique needs where access is a problem. To this end it is possible for ELDERCOLLEGE participants to receive medical disability or mobility permits. I will quote from the letter received by our office from Kenneth A. Brewer, Chairperson, University Traffic Committee:

1. They must individually show medical disability or mobility restrictions as certified by Dr. Furman of the Student Health Service in order to be eligible for medical space access.
2. There are currently two medical reserved spaces at the northwest corner of the Hub Traffic Office Building, and, if there are large numbers of your participants needing medical reserved spaces for Library access, the Parking System would be most happy to provide such additional spaces.
3. All of the participants will have to qualify for parking access as any other staff or student member would which means they must either be eligible for a staff or student permit or use the meters and pay the appropriate fee.

In accordance with point 2, if you are applying for a medical disability/mobility permit or already have one, please call the ELDERCOLLEGE office so we can request an increase in the number of spaces close to the Library that will be available for your use.

University Library Use

If you do not already have University Library priviledges and wish to utilize the Library, please call the ELDERCOLLEGE office for assistance in arranging library services.

We hope your experience in the Foreign Cultures Course will be a positive one and you will encourage your friends to join the subsequent sessions.

Sincerely,

Roger Hiemstra
Roger Hiemstra
Project Director

Vic Brown
Victor Brown
Research Associate

Jodi Engel
Jodi Engel
Program Director

Marjory Thompson
Marjory Thompson
Registrar/Secretary

SPACE FOR NOTES # SPACE FOR NOTES

L: Leisure Room
R: Reserve Room

Dr. Shu Min Huang
17A East Hall
294-7348

TOPIC: CHINA

Dr. Adrian Bennett
639 Ross (History)
294-1373

ISU Library CALL NUMBER	AUTHOR	TITLE
DS721 N622d	Ida Pruitt	A Daughter of Han: The Autobiography of a Chinese Working Woman Stanford University Press Stanford 1967 (reprint of 1945 edition)
HQ668.95 W831h (L)	Margery Wolf	The House of Lim: A Study of a Chinese Farm Family Prentice-Hall Englewood Cliffs 1968
DS715 W3394	William Watson	Early Civilization in China McGraw-Hill New York 1968
DS735 (R) E48	Mark Elvin	The Pattern of Chinese Past Stanford University Press Stanford 1973
DS721 B632C	Derk Bodde	China's Cultural Tradition: What and Whither Holt, Rinehart & Winston New York 1957
DS721 SM51V4	Arthur M. Smith	Village Life in China Little, Brown Boston 1970 (reprint of 1899 edition)
	Fei Hsiao-tung	Peasant Life in China Routledge London 1939
DS774 C3913	Jean Chesneaux	Peasant Revolts in China, 1840-1949 W.W. Norton New York 1973
DS777.53 (R) B41C	Jack Belden	China Shakes the World Harper, Monthly Review Press New York 1970
DS775 (R) B513	Lucien Bianco	The Origins of the Chinese Revolution, 1915-1949 Stanford University Press Stanford 1971

READING LIST FOR DR. SHU MIN HUANG Cont.
Dr. ADRIAN BENNETT

ISU Library CALL NUMBER	AUTHOR	TITLE
DS735 F3 (R) 1971 City Library 951	John K. Fairbank	The United States and China Harvard University Press Cambridge 1959
HD866 H596F	William Hinton	Fanshen: A Documentary of Revolution in a Chinese Village Monthly Review Press New York 1966
HC428 Y3 F4,Q62	Fei Hsiao-tung	Peasant Life in China Routledge London 1939
DS777.53 J63P	Chalmers Johnson	Peasant Nationalism and Communist Power: The Emergence of Revolutionary China, 1937-1945. Stanford University Press Stanford 1962
DS777.53 (R) P373	Graham Peck	Two Kinds of Time Houghton Mifflin Boston 1950 (Rev. ed. comprising first half of the original 1967)
DS775 Sn61r2 City Library 951 C1938	Edgar Snow	Red Star Over China Random House, New York 1938 Paperback: Grove Press 1961 Rev. and enlarged ed.: Grove Press 1968
E183.8 C5 T45	James C. Thomson	While China Faced West: American Reformers in Nationalist China 1928-.937 Harvard University Press Cambridge 1969
DS777.55 (R) H553	William Hinton	Turning Point in China Monthly Review Press New York 1972
DS777.55 (R) M455 1977	Maurice Meisner	Mao's China McMillan and Co. New York 1978
DS779.26 (L) T48 City Library 951.05	Ross Terrill	The Future of China Dell Publishing New York 1978

Dr. Michael Whiteford
302 East Hall
294-8212

TOPIC: EARLY LATIN AMERICAN CULTURES

ISU Library CALL NUMBER	AUTHOR	TITLE
CC1 AR28	Richard MacNeish	"Speculations about How and Why Food Production and Village Life Developed in the Tehuacan Valley, Mexico." Archaeology 24(4):307-315, 1971
E51 Un3b #143 (R)	John Rowe	"Inca Culture at the Time of the Spanish Conquest" Handbook of South American Indians Vol. 2, pp. 201-209 and 323-330 1946

* *

Dr. Steffen Schmitt
549 Ross
294-3825

TOPIC: DEVELOPMENT PROBLEMS OF LATIN AMERICA

ISU Library CALL NUMBER	AUTHOR	TITLE
JL960 W9	Gary Wynia	Politics of Latin American Development

Dr. Karl Friederich
117 Press Building
294-4340

TOPIC: IMPACT OF COMMUNICATION TECHNOLOGY ON PEOPLE AND SOCIETIES

ISU Library CALL NUMBER	AUTHOR	TITLE
CB427 F116d	Don Fabun	The Dynamics of Change
CB430 R67	Theodore Roszak ed.	Sources
HM258 C76c	Lucian W. Pye, ed.	Communications and Political Development
HM221 T226	Francis R. Allen et. al.	Technology and Social Change
HM101 (R) B45 1976	Warren G. Bennis et. al. eds.	The Planning of Change: Readings in the Applied Bahavioral Sciences
HD82 H1210	Everett E. Hagen	On the Theory of Social Change: How Economic Growth Begins
HM101 SP42h	Edward H. Spicer ed.	Human Problems in Technological Change
HN17.5 (R) T64	Alvin Toffler	Future Shock
CB478 B917n	John G. Burke	The New Technology and Human Values
T20 S65	Daniel Lloyd Spencer	Technology Gap in Perspective: Strategy of International Technology Transfer
HM101 038 1968	William F. Ogburn	On Culture and Social Change

Dr. Charlotte Bruner
300H Pearson
294-4275

TOPIC: AFRICAN LITERATURE

Dr. David Bruner
429 Ross
294-8446

The following series of references to African Literature are all available on tape in the Media Resource Center in the lower level of the University Library.

Each Roman Numeral in the outline corresponds to a half hour of taped story time. The Roman Numerals also refer to sides of a tape. In order to access the particular story you want it is necessary to provide the media desk with the following call number:

PL8010
B7X
Plus side number of the
tape you want

For example, if you wish to hear the story "Things Fall Apart" by Chinua Achebe, you would provide the desk with

PL8010
B7X
Side 4

THE TALKING STICKS
CONVERSATIONS ON AFRICAN LITERATURE
BY
DAVID AND CHARLOTTE BRUNER

I. Introduction: Interview by Ed Weiss

II. African proverbs
- African Proverbs
- Ashanti Proverbs (R.S. Rattray)

III. African folk tales:
- African Folk Tales (Susan Feldman)
- African Mythology (Geoffrey Parminter)

IV. Chinua Achebe and Things Fall Apart

Other works:
- No Longer at Ease
- Arrow of God
- A Man of the People
- Beware Soul Brother (poems)
- Girls at War (short stories)
- Critical essays and interviews

V. Joseph Abruquah and The Catechist

Other works:
- The Torrent

VI. The Imposed Language in West Africa: Anglophone and Francophone

VII. Bernard Dadié and Climbié

Other works:
- Afrique debout (poems)
- Légendes africaines
- Le pagne noir (tales)
- La ronde des jours (poems)
- Un Nègre à Paris (autobiographical essay)
- Patron de New York (autobiographical essay)
- Homme de tous les continents (poems)
- La Ville ou Nul ne meurt (Rome)
- Thogo'Gnini, Beatrice, Voix dans le Vent (plays)

VIII. Camara Laye and L'Enfant Noir (trans. The Dark Child or The African Child)

Other works:
- Le Regard du Roi (trans. Radiance of the King)
- Dramouss (trans. A Dream of Africa)
- Essays, interviews

IX. Commitment and Camara Laye: Radiance of the King, Dream of Africa

X. Sembène Ousmane and Les Bouts de Bois de Dieu (trans. God's Bits of Wood)

Other works:
- O pays, mon beau peuple!
- Le Docker Noir
- Voltaïque (trans. Tribal Scars, short stories)
- Harmattan (novel)
- Le Mandat et Vehi Ciosane (trans. The Money Order and White Genesis, two short novels)
- Xala (satirical novel and movie in progress)
- Tauw, Emitai, Xala, Le Mandat (films)

continued

XI. Sembène Ousmane and the French African cinema.

XII. Drama in the African tradition: Folk art, festivals, mime, illustrated by stage directions of Wole Soyinka, *The Lion and the Jewel*.

XIII. Wole Soyinka and *The Lion and the Jewel*
Other works: *Five Plays*
Kongi's Harvest (drama)
Madmen and Specialists (drama)
The Interpreters (novel)
The Man Died (autobiography of prison experience.)
Poems, essays, translations

XIV. Efua Sutherland and drama in Ghana: *Tahinta*, *Foriwa*
Other works: *Vulture, Vulture*
Edufa
Plays and poems in Akan, English

XV: Ama Ata Aidoo and *Anowa*
Other works: *The Dilemma of a Ghost* (play)
No Sweetness Here (short stories)
Poems

XVI: Amos Tutuola and *The Palm-Wine Drinkard*
Other works: *My Life in the Bush of Ghosts*
Simbi and the Satyr of the Dark Jungle
The Brave African Huntress
Feather Woman of the Jungle

XVII: Themes of common concern in African writing, illustrated by poetic selections of various writers and various countries.

XVIII: René Maran and *Batouala*
Other works: *Le Livre de la Brousse*
Un homme pareil aux autres
Le Petit Roi de Chimérie
Le Coeur Serré
Le Livre du Souvenir (poems)
Other novels, histories, poems

IXX: Ferdinand Oyono and *La Vie de Boy* (trans. *Boy!* or *Houseboy*)
Other works: *La Vieux Nègre et la Medaille* (*Old Man and the Medal*)
Chemin d'Europe

XX: Ayi Kwei Armah and *The Beautyful Ones Are Not Yet Born*
Other works: *Fragments*
Why Are We So Blest?
Short stories, poems, (fourth novel announced)

XXI Mongo Beti and *Mission Terminée*-*(Mission to Kala)*

Other Works:
Ville Cruelle
Le Pauvre Christ de Bomba
Le Roi Miraculé (*King Lazarus*)
Main Basse sur le Cameroun
Remember Reuben

XXII James Ngugi and *The River Between*

Other Works:
Weep Not, Child
A Grain of Wheat
The Black Hermit (play)

XXIII Grace Ogot and *The Promised Land* and *Land Without Thunder*

Reading: Geoffrey Parrinder, *African Mythology*

Film: *White Man's Country*

XXIV Popular Market Literature

XXV Cyprian Ekwensi and Onitsha

Works:
People of the City
Jagua Nana
Burning Grass
Beautiful Feathers
Lokotown and other stories
Iska

XXVI Elechi Amadi and *The Great Ponds*

Other Works:
The Concubine
Sunset in Biafra

XXVII South African Literature--a contrast

XXVIII Dennis Brutus and *Letters to Martha*

Other Works:
Sirens, Knuckles, Boots
Poems from Algiers
A Simple Lust
Essays, Speeches, Criticism

XXIX Peter Abrahams and *Tell Freedom*

Other Works:
Dark Testament
Mine Boy
Song of the City
Path of Thunder
Wild Conquest
A Wreath for Udomo
A Night of Their Own
This Island Now
Return to Goli (essays)

XXX Richard Rive and *Emergency*

Other Works: Short stories (*Quartet*) etc.

XXXI Ezekiel Mphahlele and *Down Second Avenue*
Other works: *The African Image*
The Wanderers
(articles, essays, book reviews, anthologies)

XXXII Bessie Head and *When Rainclouds Gather*
Other works: *Maru*
A Question of Power

XXXIII Lewis Nkosi and *The Rhythm of Violence*
Other works: *Home and Exile*
TV series of interviews with African writers

XXXIV Alex La Guma and *In the Fog of the Season's End*
Other works: *A Walk in the Night*
four short stories in *Quartet*

XXXV AFRICAN LITERATURE ASSOCIATION
Oswald Mtshali "In the Island of Heroes"

XXXVI *South African Voices*
Mogane Wally Serote "No Baby Must Weep"
Keorapetse Kgositsile "Open Letter"; "For Zeke and Dennis"
Dennis Brutus "Sequence for South Africa"
Cosmo Pieterse "Love Exile Land"; "To White South Africa"

XXXVII Franz Fanon and North Africa
Literary Works: *Peau Noire, Masques Blancs* (*Black Skin, White Masks*)
Les Damnés de la Terre (*The Wretched of the Earth*)
Pour la Révolution Africaine(*Toward the African Revolution*)

XXXVIII Dennis Brutus interviewed by the Bruners

XXXIX Albert Memmi and *The Dominated Man* (*L'Homme Dominé*)
Other Works: *La Statue de Sel* (*Pillar of Salt*)
Agar (*Strangers*)
Portrait du Colonisé, preceded by *Portrait du Colonisateur*
(*The Colonizer and the Colonized.*)
Portrait d'un Juif (*Portrait of a Jew*)
La Liberation du Juif (*Liberation of the Jew*)
L'Homme Dominé (*Dominated Man*)
Scorpion

FROM R. B. Lindemeyer
Media Resources Center

SUBJECT: TALKING STICKS SERIES; DUPLICATION AND DISTRIBUTION

With reference to our recent conversations regarding duplication and distribution of this series, here are the particulars of how we're prepared to handle orders.

Orders should be sent directly to:
Media Resources Center
121 Pearson Hall
Iowa State University
Ames, Iowa 50010

Tapes are only for sale, rentals or previews not available.

Orders should indicate tape format desired, either
1/4" full track recording @ 7 1/2 ips
or
Standard audio cassette
and should include title of each program episode, address to which materials should be sent and either a bonafide institution purchase order or payment in advance.

Orders will be sent prepaid anywhere in the United States or Canada within two weeks.

Prices ----

1/4" tape	$6.00
Cassette	$4.50

Ms. Norma Wolff
120 East Hall
294-8411

TOPIC: ART OF AFRICA

ISU Library CALL NUMBER	AUTHOR	TITLE
N7380 W5 1971b	Frank Willett	African art. The best well-written, non-technical introduction to the traditional arts of Africa. Written by an anthropologist.
NB1080 F304	William Fagg and Margaret Plass	African Sculpture, an Anthrology. A small book of photos with short interesting commentaries by two art historians.
NX588.75 T47	Robert Farris Thompson	African art in motion. An art historian looks at African art in cultural contests, not in the museum.
N1 .A3		AFRICAN ARTS. A periodical with a wide range of articles and color photos on topics ranging over traditional and contemporary African arts and crafts.

* *

Dr. Alan Wilt
643 Ross
294-6646

TOPIC: MIDDLE EAST TODAY

ISU Library CALL NUMBER	AUTHOR	TITLE
DS62.8 P45 1971	Don Peretz	The Middle East Today Holt, Rinehart & Winston New York 1978
DT107 .825 834	Raymond W. Baker	Egypt's Uncertain Revolution Under Nasser and Sadat Harvard University Press Cambridge 1978
DS125.3 B37 A331970	David Ben-Furion	Ben-Gurion Looks Back; Talks With Moshe Perlman Simon & Schuster New York 1965
	David Astor Valerie Yorke	Peace in the Middle East Transworld London 1978

READING LIST FOR DR. ALAN WILT Cont.

ISU Library CALL NUMBER	AUTHOR	TITLE
DS119.7 C66 1973	John K. Cooley	Green March, Black September: The Story of the Palestinian Arabs Frank Cass London 1973
DS119.2 (L) D86	Trevor N. Dupuy	Elusive Victory: The Arab-Israeli Wars 1947-1974 Harper New York 1978
HD9560.5 J26	Neil H. Jacoby	Multinational Oil: A Study in Industrial Dynamics Macmillan New York 1974
DS128.1 L36 1974b	Walter Laqueur	Confrontation: The Middle East and World Politics Bantam New York 1974
DS127 L319r		The Road to Jerusalem:The Arab-Israeli Conflict Macmillan New York 1968
DS62.8 M345 1978	Peter Mangold	Superpower Intervention in the Middle East St. Martin's New York 1978
DS62.8 M344	Joseph J. Malone	The Arab Lands of Western Asia Prentice-Hall Englewood Cliffs, N.J. 1973
DS247 A13 08	Christine Osborne	The Gulf States and Oman Croom Helm London 1977
DS119.7 Q7	William B. Quandt Fuad Jabber Ann Mosely Lesch	The Politics of Palestinian Nationalism University of Calif. Press Berkeley 1973
DT107.82 AL1r	Anwar al-Sadat	Revolt on the Nile John Day New York 1957

READING LIST FOR DR. ALAN WILT Cont.

ISU Library CALL NUMBER	AUTHOR	TITLE
DS126.5 (R) S158	Nadav Safran	Israel: Embattled Ally Harvard University Press Cambridge 1977
DS84 Sa31m	K.S. Salibi	Modern History of Lebanon Praeger New York 1965
HD9576 N36 S73	Joe Stork	Middle East Oil and the Energy Crisis Monthly Review Press New York 1975
DS119.7 T777	Elias H. Tuma Haim Darin-Drabkin	The Economic Case for Palestine St. Martin's New York 1978
HC537 G3 V36	Brian VanArkadie	Benefits and Burdens: A Report on the West Bank and Gaza Strip Since 1967 Carnegie Endowment New York 1977

ARTICLES/JOURNALS/DIRECTORIES

HN740 Z9 S62	James A. Bill	"Iran and the Crisis of '78" Foreign Affairs Winter 1978/79 pp. 323-348
AP2 .C934		Current History January, 1979 Entire issue devoted to Middle East
AP2 .F761	Walter J. Levy	"The Years that the Locust Hath Eaten: Oil Policy and OPEC Development Prospects" Foreign Affairs 57 Winter 1978/79 pp. 287-305
DS41 IM584		The Middle East and North Africa: Survey and Directory Europa Publications London 1948ff Published Annually
DS41 IM586		Middle East Journal 1947ff Published Quarterly

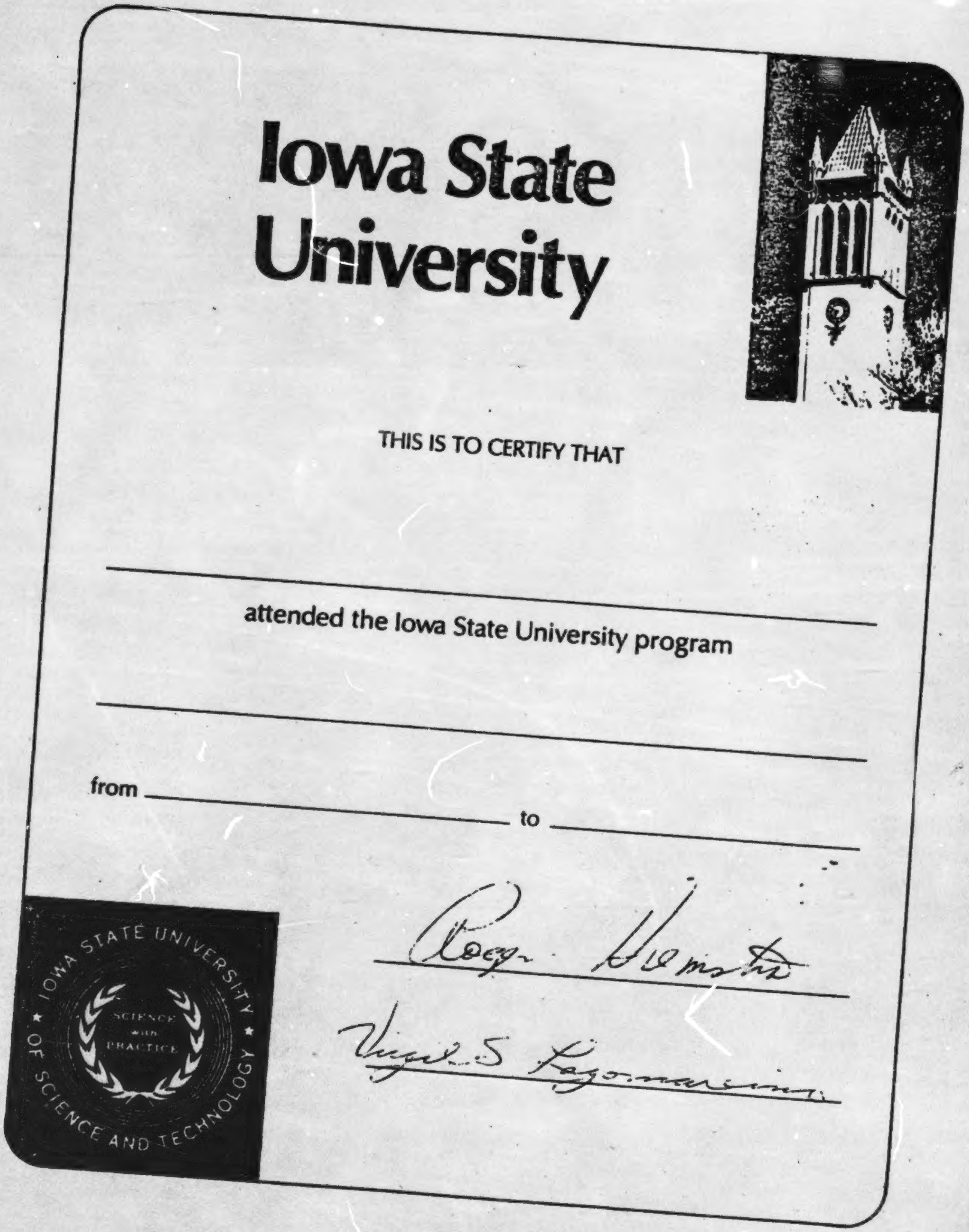
Dr. Richard VanIten
409 Ross
294-4-7276

TOPIC: IMPACT OF TECHNOLOGY ON THIRD WORLD CULTURES

ISU Library CALL NUMBER**	AUTHOR	TITLE
	Ed Schumacher	Small is Beautiful Harper Torch Books Paperback 1973
	Jacques Ellul	The Technological Society Vintage Book Paperback 1964

**Five copies of each of these books are available on the ELDERCOLLEGE book cart. Used copies of these offerings are available at the University Bookstore for under $3.00.

APPENDIX K



Iowa State University

THIS IS TO CERTIFY THAT

____

attended the Iowa State University program

____

from ____________________ to ____________________

Virgil S. Lagomarcino

SCIENCE with PRACTICE

APPENDIX L

FRIENDS OF ELDERCOLLEGE

W. Robert Parks, President, Iowa State University
James H. Hilton, President Emeritus, Iowa State University
George C. Christensen, Vice President, Academic Affairs
Carl Hamilton, Vice President, Information and Development
Wayne R. Moore, Vice President, Business and Finance
Daniel J. Zaffarano, Vice President, Research Dean, Graduate College
Virgil Lagomarcino, Dean College of Education
John S. Ahmann, Chairman, Professional Studies
Roger Hiemstra, Section Leader, Adult and Extension Education
Carol Anderson, Assistant State Leader, Cooperative Extension Service
Martin Limbird, Coordinator, International Educational Services
Dorothy Foley, Assistant Coordinator, International Educational Services
Helen L. Hilton, Retirement Counselor

FACULTY OF ELDERCOLLEGE

Adrian Bennett, Associate Professor, History
Charlotte Bruner, Associate Professor, Foreign Languages
David Bruner, Professor, English
Karl Friederich, Associate Professor, Journalism and Mass Communications
Shu-Min Huang, Assistant Professor, Sociology and Anthropology
Edward A. Powers, Professor, Sociology
Steffen Schmidt, Associate Professor, Political Science
Richard VanIten, Associate Dean and Professor Science and Humanities, Philosophy
Michael Whiteford, Associate Professor, Sociology and Anthropology
Alan Wilt, Associate Professor, History
Norma Wolff, Instructor, Sociology and Anthropology

STAFF FOR ELDERCOLLEGE

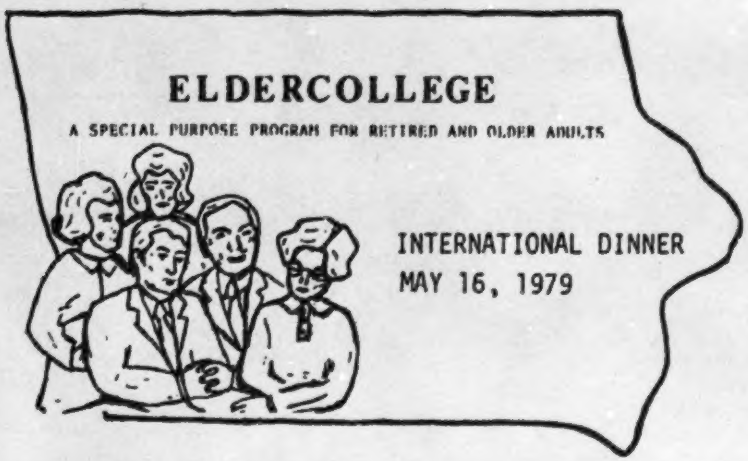
Victor H. Brown, Research Associate
Jodi Engel, Program Coordinator
Marjory Thompson, Secretary & Registrar
Adebayo Ajala, Graduate Assistant

PROGRAM

INTRODUCTIONS OF ADMINISTRATORS AND ELDERCOLLEGE FACULTY	Ms. Jodi Engel
DINNER	
WELCOME	Dr. Roger Hiemstra Dr. Daniel Zaffarano
BRINGING THE WORLD TO YOUR DOOR STEP	Mr. Martin Limbird
INTERACTION WITH DINNER PARTICIPANTS	

"PIONEER" ELDERCOLLEGE PARTICIPANTS

Edward S. Allen
Geraldine Bowen
Helen Brosier
Victoria Brown
Irene H. Buchanan
Hester Chadderdon
Premo Chiotti
Gertrude Chittenden
Janet Dethloff
Helen Gant
Billy George
Marie Gesler
Illean M. Hammer
Ruth Harris
Louise Haug
Helen Hoover
Margaret J. Kelly
W. J. Ketcham
Harriet T. McJimsey
Gilma Olson
Alice Pierre
Isabelle P. Reed
Jane Saddler
Violet Schneider
Dean W. Stebbins
Patricia Stewart
Edith Sunderlin
Lyle Vandecar
Mary L. Voigt
Mona E. Wright



ELDERCOLLEGE

A SPECIAL PURPOSE PROGRAM FOR RETIRED AND OLDER ADULTS

INTERNATIONAL DINNER
MAY 16, 1979

L-2

The International Resources Center
Office of International Educational Services
E. O. Building, Iowa State University
Ames, Iowa

Q. WHAT IS THE INTERNATIONAL RESOURCE CENTER?

A. A part of the Office of International Educational Services at Iowa State University

A. A collection of Culture Kits from over 100 countries including the following materials:

- Involvement items such as:
  - Shoes
  - Hats
  - Musical Instruments
  - Games
  - Clothing and Textiles
  - Utensils
  - Spices and Condiments
  - Arts and Crafts
- Dolls
- Cookbooks
- Maps
- Posters
- Pictures
- Slides and Cassette Tapes
- Resource Material

A. A center where volunteers from the campus, the community, and the state share their international experiences through the creation of educational Culture Kits.

A. A learning workshop for Iowa State students in global awareness education

Q. WHO USES THE INTERNATIONAL RESOURCE CENTER?

A. Iowans from all parts of the state. The Center loans items to the following:

- Schools
- Community Groups
- ISU Students
- Campus Organizations
- Teachers in Training
- Extension Groups
- Church Groups
- 4-H Clubs
- Scouts
- Foreign Nationals
- . . .and many more

Q. HOW CAN YOU OBTAIN FURTHER INFORMATION ABOUT MATERIALS AVAILABLE FROM THE INTERNATIONAL RESOURCE CENTER?

A. Write: The International
Resource Center
Office of International
Educational Services
E. O. Building
Iowa State University
Ames, Iowa 50011

or phone: 515-294-1120

Q. HOW CAN YOU HELP FURTHER GLOBAL AWARENESS THROUGH THE INTERNATIONAL RESOURCE CENTER?

A. Loan or donate items collected from your international experiences. This is an opportunity to share your global learning experiences with other Iowans.

A. Volunteer your time to develop materials which have been loaned or donated to the International Resource Center.

A. Designate the International Resource Center as the recipient of your next contribution to the Alumni Achievement Fund. Gifts of money are used to purchase items which will enhance the Culture Kits.

APPENDIX M

IOWA STATE
UNIVERSITY

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50011

Telephone 515-294-4143

June 6, 1979

Dear Pioneer Eldercollege Participant:

Thank you again for helping support the first edition of Eldercollege this past Spring Quarter. Attached is a brief questionnaire relative to the Spring programming efforts and the project in general. As plans are underway for Fall programming, we would appreciate you completing this evaluation and comment form so we may take your wishes into consideration for future programming efforts.

A stamped and addressed return envelope is enclosed for your convenience. We hope to begin advertising for Fall in the near future and would encourage early pre-registration. We will send you advance information through the mail as soon as it becomes available. We hope you and your friends will join us again.

Sincerely,

Roger Hiemstra

Roger Hiemstra, Project Director
Eldercollege

Jodi Engel

Jodi Engel, Program Coordinator
Eldercollege

ELDERCOLLEGE EVALUATION

PLEASE MARK WITH AN X ON THE LINE BELOW EACH STATEMENT OR QUESTION HOW YOU FEEL ABOUT THE STATEMENT. THERE IS AMPLE ROOM FOR YOU TO COMMENT ON ANY STATEMENT IF YOU WISH TO ELABORATE YOUR RESPONSE. THANK YOU FOR TAKING THE TIME TO COMPLETE THIS. PLANS ARE CURRENTLY UNDERWAY FOR THE COMING YEAR. THE OFFICE IS OPEN PART-TIME THIS SUMMER FOR QUESTIONS OR COMMENTS. PHONE 294-8789.

1) IN GENERAL, HOW WOULD YOU RATE THE QUALITY OF THE PROGRAM?

Poor 1 4 19 Excellent

Representative
Comments: Classes seemed to drag; maybe not my thing (1)
For me personally, it was all I had hoped for.
A very fine beginning.
Done well.
I appreciated the depth of the lectures

2) IN GENERAL, HOW WOULD YOU RATE THE FACILITIES FOR CLASSES?

Poor 4 3 17 Excellent

Representative
Comments: O.K., but the same room each time would help.
Parking a problem at times.
Scheman is a wonderful building . . . .
Occasionally, a larger room would have been better.

3) IN GENERAL, HOW WOULD YOU RATE THE ACCESSIBILITY OF READING MATERIALS?

No answer: 3

Poor 3 3 15 Excellent

Representative
Comments: Have poor eyesight; did not try any books.
A bit hard to get after class.
Readings appropriate, print too small.
Who could complain about a person looking up materials and bringing them to you?

4) IN GENERAL, DID YOU LIKE THE IDEA OF CHANGING SPEAKERS WEEKLY?

No answer: 1

No ______________________________ 23 Yes

Representative
Comments: One could not provide insights received from all.
Variety makes courses interesting.
Some (of speakers) could have held interest for two or or three meetings.
All were excellent; I would like more on China.
Would not object to the same speaker each week if they were all enthusiastic and well-grounded.

5) IN GENERAL, DID YOU LIKE THE IDEA OF A UNIFIED THEME THROUGHOUT THE SESSION?

No answer: 1

No ______________________________ 23 Yes

Representative
Comments: Yes, since the theme was so broad. Actually, culture has no limits for me.
Yes and next year could be a continuation.

6) IN GENERAL, DID YOU FIND THE ELDERCOLLEGE STAFF ACCESSIBLE?

No answer: 3

No _______________ 1 _______________ 20 Yes

Representative
Comments: Had difficulty getting Jodi by phone.
Didn't need to contact, but it would have helped.
Had to leave early each period; cannot answer question.
Jodi was great, always there ahead of time.
Each seemed willing to stay longer and talk to individuals.

7) IN GENERAL, DID YOU FIND THE ELDERCOLLEGE STAFF COOPERATIVE AND HELPFUL?

No ______________________ 2 ________ 22 Yes

Representative
Comments: Very.
Very much so.
Everyone was very warm.
You are beautiful people.

8) IN GENERAL, DID YOU FIND THE LENGTH OF CLASSES ACCEPTABLE?

Too Short 1 22 1 Too Long

Representative
Comments: Would like two hours, but that would be too long for speakers.
Proper length, just right. (4)
Break might have helped; sleepy time of day.
Meet a little later; allow for naps. (4)
Yes, but more time for discussion.
Most of time too short; no time for discussion.
Could have been longer.

9) IN GENERAL, DID YOU FIND THE OUTLINE HELPFUL?

Not too 4 5 4 11 Very

Representative
Comments: Good to know what to expect.

10) IN GENERAL, DID YOU FIND HAVING THE NAMES AND ADDRESSES OF PARTICIPANTS HELPFUL?

No 3 2 1 18 Yes

Representative
Comments: No effort to introduce people.
Helped some of us pool rides.
No way to get names connected with list.
Perhaps introductions at beginning would have been helpful.
People always interesting. This is a contact that you need more and more as you grow older.
I'm not a sociable person, so I did not want to know anyone else in the class.
So-so; interested in knowing who was taking advantage of this fine program.
No, because I don't easily warm up to people.

11) IN GENERAL, HOW WOULD YOU RATE THE TECHNICAL-PROFESSIONAL LEVEL OF THE PRESENTATIONS?

Over our heads 24 Too elementary

Representative
Comments: About right.
Excellent.
Well done.
Very good.
Quite acceptable.
Adequate.
Even complex---in a way that I understood.
Excellent, clear, stimulating.
Just right.

12) IN GENERAL, HOW WOULD YOU RATE THE SIZE OF THE CLASS?

Too small 24 Too large

Representative
Comments: Fine.
Little smaller, more discussion (4).
Just right.
Thirty people makes for more variety.
Makes no difference.
Twenty-five is a good number.

13) IN GENERAL, HOW WOULD YOU RATE THE COST OF THE COURSE?

Too cheap 7 4 13 Too expensive

Representative
Comments: I could pay more. I would pay more.
I could pay more--others might not be able to.
Felt I was given much more than I should for cost.
Very inexpensive; individual ability to pay would vary greatly.
Just right. If raised would eliminate participants.
It could be a little higher.
Certainly worth a great more than we paid.
The staff should know if the fee is adequate.

14) IN GENERAL, WOULD YOU LIKE AT LEAST ONE SOCIAL EVENT ASSOCIATED WITH THE ELDERCOLLEGE PROGRAMS IN THE FUTURE (like the International Dinner)?

No opinion: 1

No 5 3 15 Yes

Representative
Comments: A "plus".
My family enjoyed the evening too.
Not necessary, can get elsewhere.
Better at first to get acquainted (3).
Tea sufficient.
A standup tea would be excellent, at first.
Dinner was delightful. Let's do it again.

15) IN GENERAL, DO YOU THINK THE COURSES SHOULD BE OPEN TO ANY ADULT 45 YEARS OF AGE AND OLDER?

Do not know: 1

No 5 2 3 13 Yes

Representative
Comments: Having a mix of retired, non-retired may not be good.
Probably discrimination to prohibit on basis of age.
Don't think 45-60 would submerge retired, but could observe that.
I like the idea; classes might get too large.

I'd say 60 and over.
I feel courses should be for persons of retirement age.
This is too great an age spread.
For ELDERCOLLEGE, 45 is too young.
60 . . . . I've already lived through those years.
Let's keep it for elders.

16) WOULD YOU ENROLL FOR REGULARLY SCHEDULED COURSES ON CAMPUS FOR CREDIT IF THE ELDERCOLLEGE OFFICE WOULD HANDLE THE REGISTRATION AND ALL YOU HAD TO DO WAS GO TO THE CLASS ON TIME?

No 20 1 3 Yes

Representative
Comments: Probably not.
Do not need the credit.
Do not care for credit.
The spirit is willing, but the flesh is weak.
Too strenuous to study for credit.
Do not want to commit myself to such a long series.

17) WOULD YOU ENROLL FOR REGULARLY SCHEDULED COURSES ON CAMPUS FOR AUDIT IF THE ELDERCOLLEGE OFFICE WOULD HANDLE THE REGISTRATION AND ALL YOU HAD TO DO WAS GO TO THE CLASS ON TIME?

No answer: 2

No 8 3 11 Yes

Representative
Comments: If I went to regular classes, I'd rather go for credit.
Transportation a problem.
Depends on my husband's travel schedule.
Yes, if something could be done about parking.
Depends on subjects available.
Depends on time courses offered.
That would be wonderful.
Do not want to commit myself to such a long series.

18) DO YOU THINK ISU SHOULD OPEN CLASSES ON CAMPUS THAT HAVE NOT FILLED WITH PAID STUDENTS TO RETIREES AT A MUCH REDUCED FEE RATE?

No 6 1 4 2 11 Yes

Representative
Comments: Perhaps it should on basis of financial need.
Perhaps. I would not enroll.
Sounds like a good idea. By all means.
Not sure such a mix would work.

Do not think that we should expect working people to pay
our way.
Doesn't sound practical to me.
Should have privilege at no cost.
Decision for the administration and faculty.

19) WAS HAVING THE LIBRARY BOOKS AVAILABLE IN DR. HILTON'S OFFICE IN SCHEMAN AN ADVANTAGE TO YOU DURING THE WEEK?

No answer: 1

No 3 ______ 7 ______ 13 Yes

Representative
Comments: Didn't know that they were available.
Easier to get to them after class.
Involved in other things; did not use the service.
Books available were old; would have read more if current.
I did not use the service.

20) Use the space below and on the back for any more comments or thoughts you might wish to share with our office. Thank you.

Went well for first attempt; topics, tempo and lectures appropriate for retirees.
Lectures of unusually high quality.
I would be glad to know what the staff thought about us.
ELDERCOLLEGE bound to be a huge success in my opinion.
I wish to thank everyone who made this course possible. My special thanks to Jodi for her excellent work.
Contacts with Jodi and Roger Hiemstra were very pleasant and they are to be commended. Thank you for making ELDERCOLLEGE possible.
The enthusiasm and lively presentations of the teachers kept me interested.....Presenters used many visual aids.....
I hope the ELDERCOLLEGE program will be continued. My thanks to Jodi Engel and Roger Hiemstra.
Many of us do not hear well, so the use of the microphone is desirable....one at the Methodist church was particularly difficult.
The lectures were of unusually high quality. It was amazing how much they packed into the short period.
This was an excellent idea--well planned and a real pleasure and satisfaction to participate in. One of the many advantages Ames and its University can offer.
I would appreciate it is the classes could be held in the morning instead of after lunch---course was excellent, stimulating and broadening....thank you, Ms. Engel, for your direction. It was so well organized and coordinated.
Another course might well involve questions of policy and ethics.

Two of the more comprehensive comments:

When Jodi Engel paseed the word to the class that Dr. Beran had room in his regular class on "World Food Production" I went immediately, joined the group which met Tuesday and Thursday. I was absolutely fascinated and took the exams along with the regular students. I couldn't understand why no one else responded. The professors and the students as well never ceased to tell me how glad they were to have me there. My suggestion on the ELDERCOLLEGE thing would be to mix the Senior Citizen into every regular class where there is room. In the case of World Food Production there was room for at least 4 more but I was the only one to respond.

I thoroughly enjoyed the China topic. I was out of town during the presentation of Latin American culture. Africa has not been a favorite topic for me so the literature offerings were not too interesting. I would have loved to know more about MORE art of the continent, not just the small area the graduate student was kind enough to describe for us. I wanted to know more background to what she offered us, too. The Middle East is so important and there is so much more to know about it. I did not learn enough. I would vote for a whole course in that area. By the time we reached the Impact of Technology on Third World Cultures I was sure that would be dullsville. Dr. VanIten proved to combine an excellent pace with intriguing bits of information and allowed us to widen our horizons considerably with his lively presentation. He could have gone on for hours. I would have listened.